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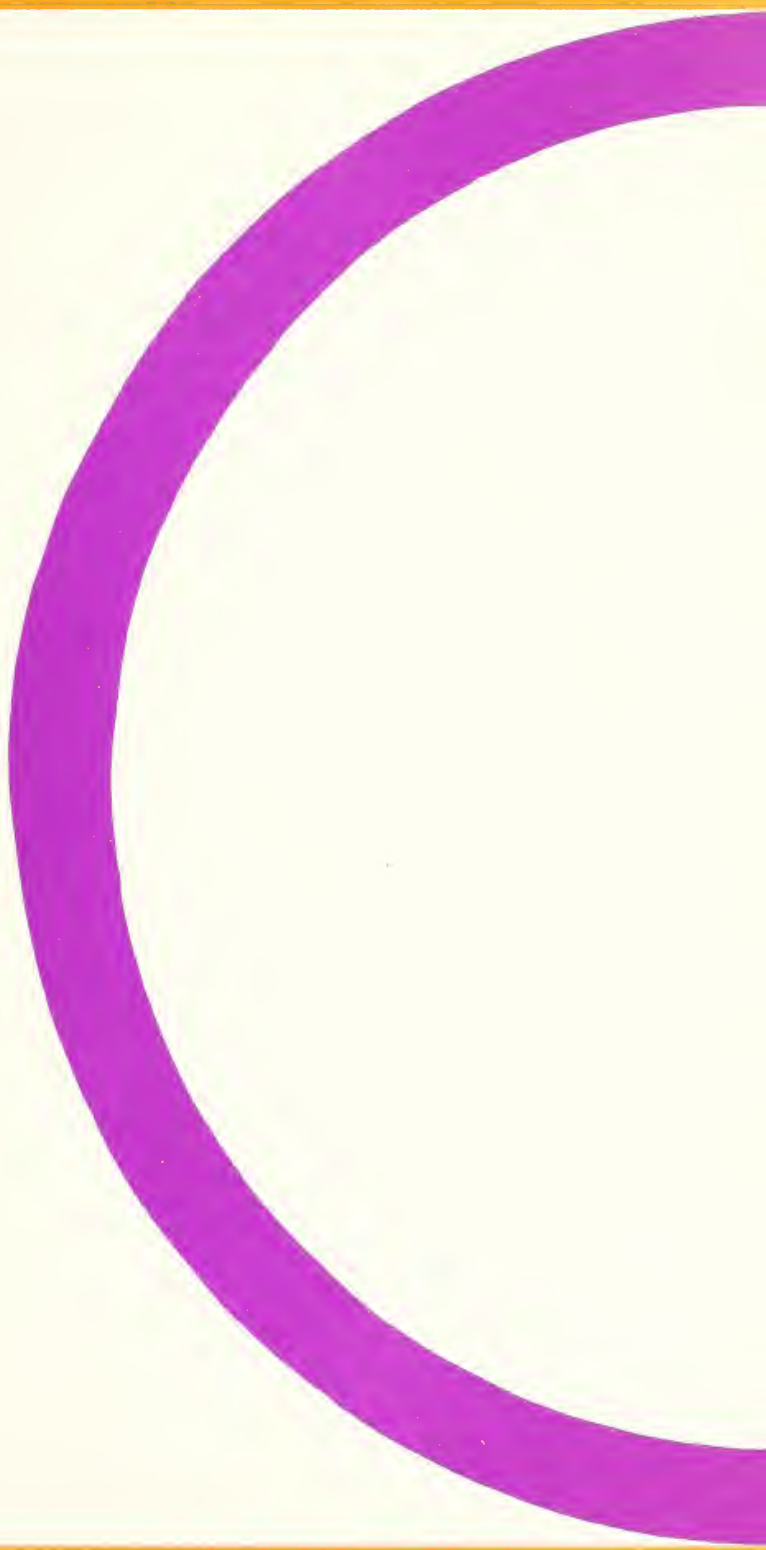

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SHOULD UNIVERSITIES RETAIN TENURE?

KINGMAN BREWSTER JR.

Voici une partie importante du rapport annuel présenté par Kingman Brewster fils, président de l'Université Yale, à la fin septembre. M. Brewster affirme — et c'est ce qui ressort surtout de cet extrait — la nécessité pour les universités d'encourager l'indépendance de pensée en accordant à leurs professeurs de premier plan un emploi à vie, c'est-à-dire la permanence.

La permanence, déclare M. Brewster, n'est pas seulement un moyen d'assurer la sécurité d'emploi et de protéger la liberté intellectuelle des professeurs, bien que ces deux considérations entrent en ligne de compte. Bien comprise, la permanence devrait être un moyen « de protéger la liberté contre le conformisme intellectuel imposé de l'intérieur de l'établissement . . . », et aussi contre les attaques venant de l'extérieur, par exemple des politiciens et des contribuables. « Une université vivante et productive, déclare M. Brewster, est un lieu où des collègues sont toujours en désaccord, défendant leurs dernières passions intellectuelles et s'attaquant aux opinions contraires soutenues par d'autres. De ce combat intellectuel jaillissent des perceptions plus aiguës, qui seront plus tard émoussées par d'autres esprits encore plus pénétrants. Il est indispensable que la crainte de représailles éventuelles ne gêne pas cette épreuve de force. Les camps doivent se former uniquement en fonction de la valeur des propositions avancées. Ménager l'adversaire et ne pas aller au bout de mes convictions parce qu'un collègue ou un groupe aura plus tard, par le biais de quelque mécanisme de révision, pouvoir de vie et de mort sur ma carrière universitaire, c'est fausser et saboter toute l'expérience. »

Of all the folkways of university life, perhaps "tenure" is least comprehensible to those whose professional or executive life involves the staffing of other forms of organized activity — business, finance, government, or non-profit service. In prosperous times the tradition of academic tenure evokes puzzlement. In times when colleges and universities are struggling for financial survival, tenure is challenged with increasing frequency.

How, it is asked, can we talk glibly about the knowledge explosion or the exponential rate of change — with all its risk of rapid intellectual obsolescence — and at the same time lock ourselves into lifetime obligations to people in their mid-thirties? Not only do we risk becoming stuck with the obsolete, but we remove the most popularly understood incentive to higher levels of performance. Furthermore, since even in financially easy times, university resources are finite, every "slot" mortgaged for a full professor's lifetime blocks the hope for advancement by some promising members of oncoming generations. When resources are so tight that the faculty must be pruned, because of tenure most of the pruning is at the expense of the junior faculty. Many juniors are more up to date in their command of new methods and problems in fast-moving fields and many of them are more talented than are some of the elders.

The A.A.U.P.'s Position

The American Association of University Professors — the organized guardian of academic freedom and tenure — has recently taken some pains to make it clear that tenure is not an absolute protection against dismissal. They say that a person can be fired for gross misconduct or neglect of duty. They assert that even a person with tenure may be terminated for

financial reasons. Such termination is permissible in their eyes, however, only by a process which puts the burden of proof upon the university and in which the victim's faculty peers are both judge and jury, subject to final disposition by the trustees.

The practical fact in most places, and the unexceptional rule at Yale, is that tenure is for all normal purposes a guarantee of appointment until retirement age. Physical or mental incapacity, some chronic disability, some frightful act of moral turpitude, or persistent neglect of all university responsibilities have on a very few occasions in the past resulted in "negotiated" termination settlements. However, even in extreme circumstances there is a deep reluctance to compromise the expectations of tenure. For both human and institutional reasons it is the practice to ride it out even in cases where performance has fallen way below reasonable expectations. When it comes to financial reasons for termination, in all discussions about the possible shut-down of a program or department it has been assumed that the university would have an obligation to find a place at Yale where those with tenure could continue to work in their field.

In short, as far as Yale is concerned, the efforts of the A.A.U.P. to mollify the critics of tenure by argument that tenure is not an invulnerable shield against dismissal, is of little operational significance. In Yale's case the argument for the policy of granting tenure must be made as though it were virtually a guarantee of appointment until retirement, not as though it were a privilege easily subject to qualification or revocation.

The defense of tenure usually falls into two categories: the need for job security, in order to draw good people into underpaid academic life; and the need to protect the academic freedom of the faculty.

Both of these points are valid; but put thus simply, both grossly understate the significance of tenure to the quality of a first-rate university.

The argument based on the recruitment of faculty, is underscored by the simple fact that as long as most institutions grant tenure then any single institution must go along in order to remain competitive. This is probably true. However, I am enough of a "Yale chauvinist" to believe that if we were to decide that tenure is a bad thing, put up with only because our rivals offer it, we should find ways to get rid of it. There might even be some trade-off which would allow us to bid for the people we want in terms of specially high salaries, using the savings we thought we might gain by abandoning tenure. So, the argument for the purposes of this discussion has to be made on the grounds that Yale is a better educational and scholarly place because it gives its professors lifetime appointments. I would assert that this would be so even if our competitors did not do so.

The job security argument arose when university faculty were grossly underpaid in comparison with other professional callings. They were even more disadvantaged when compared with the marts of trade and finance. This is still true, especially at both ends of the ladder: the bottom rungs of starting salaries, and the higher rungs of top management compensation. In the middle range, however, academic salaries at a place like Yale are not grossly lower than the earnings of other professional callings. So, the use of job security as bait to persuade people to take a vow of "academic poverty" is not a sufficient argument. (It still has persuasive merit, however, for those institutions which pay sub-standard salaries. Such institutions are the proper concern of not only the A.A.U.P. but should be the concern of a society which has an enormous stake in attracting a sufficient number of people into careers devoted to the higher education of the young and the advancement of knowledge and understanding.)

The rationale of academic tenure, however, is somewhat different from job security in the industrial world, especially in an institution which wants its teachers to be engaged in pushing forward the frontiers of learning. This lies in the fact that contributions to human knowledge and understanding which add something significant to what has gone before involve a very high risk and a very long-term intellectual investment. This is true especially of those whose life is more devoted to thought, experimentation, and writing than it is to practice.

Teachers as Scholars

If teaching is to be more than the retailing of the known, and if research is to seek real breakthroughs in the explanation of man and the cosmos, then teachers must be scholars, and scholarship must be more than the refinement of the inherited store of knowledge. If scholarship is to question assumptions and to take the risk of testing new hypotheses, then it cannot be held to a timetable which demands proof of pay-out to satisfy some review committee.

I think that even with their privileges and immunities our academic communities are often too timid in their explorations. The fear of failure in the eyes of the peerage inhibits some of our colleagues, even when they do have tenure. Too many seek the safe road of detailed elaboration of accepted truth rather than the riskier paths of true exploration, which might defy conventional assumptions. Boldness would suffer if the research and scholarship of a mature faculty were to be subject to periodic scorekeeping, on pain of dismissal if they did not score well. Then what should be a venture in creative discovery would for almost everyone degenerate into a safe-sided de-

votion to riskless footnote gathering. Authentication would replace discovery as the goal. The results might not startle the world, but they would be impressive in quantitative terms and invulnerable to devastating attack.

Purely economic connotations of "job security" greatly understate the distinctive aspect of the academic calling. At its best the university expects a person literally to make a lifetime investment in his special way of looking at the human and natural experience, in the hope that he will contribute something of permanence to the understanding of some corner of the universe.

The second, and most highly touted, rationale for tenure is academic freedom. This concern, traditionally, has focused on the privilege of immunity from "outside" interference. Within the memory of those still active, "McCarthyism" is the most telling nightmare.

Of course there are corrupting influences, financial, institutional, and professional. By and large, however, of all the types of institutions which gather people together in a common effort, the university remains the least inhibiting to variety in ideas, convictions, styles, and tastes. It encourages its members to pursue doggedly any idea in which they have confidence. Progress in the world of thought depends on people having enough freedom and serenity to take the risk of being wrong.

This struggle to preserve the integrity of the institution and the freedom of its faculty members from external coercion is never over. However, despite the winds of controversy inherent in a troubled time, whetted occasionally by demagogic desire to make academia the scapegoat for society's ills, the ability of a strong university to give its faculty convincing protection against such threats will depend more on the steadfastness of the institution as a whole than it will on tenure.

The dramatic image of the university under siege from taxpayers, politicians, or even occasional alumni is a vivid but not the most difficult aspect of the pressures which tend to erode academic freedom. The more subtle condition of academic freedom is that faculty members, once they have proved their potential during a period of junior probation, should not feel beholden to *anyone*, especially Department Chairmen, Deans, Provosts, or Presidents, for favor, let alone for survival. In David Riesman's phrase teachers and scholars should, insofar as possible, be truly "inner directed" — guided by their own intellectual curiosity, insight, and conscience. In the development of their ideas they should not be looking over their shoulders either in hope of favor or in fear of disfavor from anyone other than the judgment of an informed and critical posterity.

In strong universities assuring freedom from intellectual conformity coerced *within* the institution is even more of a concern than is the protection of freedom from external interference.

This spirit of academic freedom within the university has a value which goes beyond protecting the individual's broad scope of thought and inquiry. It bears crucially upon the distinctive quality of the university as a community. If a university is alive and productive it is a place where colleagues are in constant dispute; defending their latest intellectual enthusiasm, attacking the contrary views of others. From this trial by intellectual combat emerges a sharper insight, later to be blunted by other, sharper minds. It is vital that this contest be uninhibited by fear of reprisal. Sides must be taken only on the basis of the merits of a proposition. Jockeying for favor by trimming the argument because some colleague or some group will have the power of academic life or death in some later process of review would falsify and subvert the whole exercise.

I have not been able to devise, nor have I heard of, any regime of periodic review with the sanction of dismissal which would not have disastrous effect. It would both dampen the willingness to take long-term intellectual risks and inhibit if not corrupt the free and spirited exchanges upon which the vitality of a community of scholars depends. This, not the aberrational external interference, is the threat to the freedom of the academic community which tenure seeks to mitigate.

Also, I do not think the costs of tenure are very high for a first-rate university. Those who gain tenure at Yale do not rest in happy security on their professorial laurels. Indeed, in my relatively brief experience, almost without exception it is the elders who are productive up to and well beyond retirement. They are the ones affected with the migraine headaches and other forms of psychosomatic traumae, lest their life should ebb away without the completion of their great work.

A Lifetime Commitment

As a practical matter of personnel policy, the very fact that the professorial promotion is a lifetime commitment of university resources makes the departmental and committee process of promotion to tenure much more rigorous and hard-headed than it otherwise would be. If there were a confident feeling that mistakes in judgment could be rectified by some later review process we would all go soft and give colleagues of whom we are personally fond an excessive benefit of all doubt. Realization that the commitment is for keeps helps to hold the standards high. So, I would venture that whatever gains might be made by reserving the right to a second guess would be more than

offset by the laxity which would come to soften the first guess. In short, we would not have as good a senior faculty as we now do, if tenure were not the consequence of promotion to senior rank.

Such a pragmatic calculation, however, is nothing compared to the value to the university of trying to maintain the ideal of the independence of the individual in his own intellectual pursuit.

When I assumed my office I said that:

> ... there is a common ethic which draws some men to a university in preference to any of the many other groups which are now publicly and privately organized to discover as well as apply knowledge. Affluence often, prestige sometimes, is foregone in order to be able to spend one's time and energy and mind upon whatever seems to him most intriguing and exciting; not to be directed by what some client or customer may request, or by what some absentee bureaucrat is willing to support.

In the light of intervening reflection, I would now add that this "common ethic" also requires broad protection from administrators and the colleagues within the community, no more and no less than from the "absentee bureaucrats" in Washington to whom I was then referring.

Tenure, then, is not a luxurious indulgence. Even in times when scarcity of resources threatens the existence of whole departments, I would affirm that our mission requires Yale to give that measure of encouragement to independence which only irrevocable appointment can confer.

KINGMAN BREWSTER JR. is president of Yale University. This article is a major section of his annual report for 1971-72, published in October.

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Élection et Démocratie à l'Université Laval

ANDRÉ COTÉ

Was the election at Laval University last February of a new rector by an electoral college composed of representatives of the student body, the administration, and the teaching and non-teaching staffs an indication of greater democracy to come? UNIVERSITY AFFAIRS seems to have thought so. The author of this article thinks not.

The four "estates" of the university were refused equal representation, so that two Laval political scientists were able to predict publicly both the outcome of the election and the name of the winner, purely on the basis of the composition of the college.

The election of the rector is stipulated by the university's new charter, which, in the name of democracy also defines all students, administrators, professors and other employees as members of the corporation, and requires a majority of elected members over designated members on the university council. But as the new "shareholders" are not the "owners" of the university, their power is indeed quite fictitious, especially as the real owner, the government, increasingly exercises its prerogatives and university administration is slowly turning into a middle-rung bureaucracy.

Is there a case for democracy in universities? Indeed there is, and the more so since the government needs the university to be a full-fledged partner, not a branch of its own bureaucracy. Therefore professors and students as such, share with the government in the name of the university a responsibility towards society which they can only exercise, either as an opponent through a democratic union negotiating with its employer, or better still, as a partner through a university which is truly democratic.

Deux fois (février 1972 et avril 1972), AFFAIRES UNIVERSITAIRES a fait écho à l'élection du nouveau recteur à l'université Laval par un collège électoral formé à parts égales de représentants des étudiants, des professeurs et du personnel non enseignant de l'université. La nouvelle n'était pas exacte, comme en fait foi l'article de M. Louis-Philippe Blanchard, publié subséquemment dans le même journal (*A.U.*, juin-juillet 1972). L'article de M. Blanchard, cependant, insistait aussi sur le caractère unique et démocratique du processus adopté et laissait entendre que ce dernier a finalement fait l'objet d'un large consensus de la part des diverses composantes de la collectivité universitaire. Selon lui, apparemment, il suffirait de lui faire subir quelques légères modifications pour contenter tout le monde et servir la démocratie.

Il me semble personnellement, au contraire, que le processus n'a guère été satisfaisant et qu'il est peu susceptible d'être amélioré, la situation actuelle à Laval au surplus, comme dans la plupart des autres universités du reste, n'admettant pas la possibilité d'une véritable démocratie.

La charte et les statuts qui sont entrés en vigueur à Laval le 1er septembre 1971, spécifient que « Le recteur de l'Université est élu par un collège électoral dont les statuts prévoient la composition », c'est-à-dire, formé: « 1. des membres en fonction avec voix délibérative ou consultative du Conseil; 2. des membres en fonction des Commissions des études, de la recherche, de l'administration et des affaires étudiantes, à l'exception de ceux qui ont voix consultative ».

A la suite de pressions exercées par des étudiants des sciences humaines alors en grève, de l'association des professeurs et du syndicat du personnel non professionnel, le Conseil de l'université, le 16 novembre 1971, prenait « en considération les résolutions qui lui ont été soumises à l'effet d'étudier les articles des statuts pertinents à l'élection du recteur, afin de rendre le collège électoral plus représentatif des diverses composantes de la communauté universitaire. Pour remplir cette tâche, le Conseil de l'université a demandé au Conseil exécutif de former immédiatement un comité de cinq membres qui devra remettre son rapport dans les meilleurs délais . . . » (AU FIL DES ÉVÉNEMENTS, 18 nov. 1971).

Le comité, dans son rapport, recommandait la formation d'un collège électoral de 120 membres également divisé entre des représentants des étudiants, des professeurs et du personnel non enseignant de l'université, tel que le rapportait, comme un fait accompli, AFFAIRES UNIVERSITAIRES (fév. 1972).

Mais le 13 janvier 1972, AU FIL DES ÉVÉNEMENTS, le journal de l'université, annonçait que « Les amendements aux statuts de l'Université Laval proposés lors de la réunion du 7 décembre 1971, dans le but de former un collège électoral spécial pour l'élection du recteur, n'ont pas été acceptés par la majorité des deux tiers des membres du Conseil de l'université . . . Suivant les statuts en vigueur, . . . le collège électoral est formé des . . . (voir plus haut), soit 103 personnes au total. Dans ce nombre, on peut compter, outre les administrateurs, 46 professeurs, 19 étudiants, 5 membres du personnel non enseignant et 6 membres de l'extérieur. »

Dans un intéressant article publié dans AU FIL DES ÉVÉNEMENTS du 27 janvier 1972, sous le titre: « Qui sera notre prochain recteur ? », deux politicologues de Laval ré-examinent la composition du collège électoral et y vont d'une prophétie. Selon eux les chiffres publiés, laissant croire à une représentation très forte des professeurs et relativement faible des administrateurs et des étudiants, sont loin de refléter la réalité. En effet, en tenant compte des fonctions des membres-électeurs, telles que définies à l'article 53 des statuts, le collège est de fait composé de 46% d'administrateurs, 25% de professeurs, 18% d'étudiants, 5% de personnel non enseignant et de 6% de membres de l'extérieur. Notant au surplus que les administrateurs ne constituent que 1.5% de la communauté universitaire et que les professeurs titulaires, qui ne représentent que 22.4% de l'ensemble des professeurs, bénéficient de 44% de la représentation professorale au sein du collège, ils concluent que « notre futur recteur sera choisi parmi les hauts administrateurs *actuels* de l'université . . . les co-signataires de cet article ont misé, l'un sur Monsieur Larkin Kerwin, l'autre sur Monsieur Louis-Philippe Bonneau. »

L'on sait que M. Bonneau a refusé d'être mis en candidature et que M. Kerwin a été « élu ».

En outre de stipuler l'élection du recteur, la nouvelle charte de l'université Laval spécifie que le Conseil de l'université doit contenir une majorité de membres élus et elle déclare membres de la Corporation que constitue l'université tous ses étudiants, administrateurs, professeurs et autre personnel.

Avons-nous pour autant un gouvernement démocratique à Laval ? Bien sûr que non, et toute véritable démocratie y est, à mon avis, impossible quelles que soient les futures modifications que l'on voudra bien apporter aux statuts, à la composition du collège électoral ou à la représentation des diverses composantes de la communauté universitaire au sein du Conseil de l'université.

Les universités québécoises, en effet, sont conçues et fonctionnent sur le modèle de la société commerciale, tout en réalisant en même temps les éléments essentiels de la définition d'une bureaucratie. Elles possèdent une « administration » qui n'est pas « propriétaire » (des managers), des « clients » (les étudiants), et des « employés », d'abord « spécialisés » (les professeurs), et « non spécialisés » (le personnel de soutien). La ligne d'autorité va strictement de haut en bas et le personnel de direction est presque exclusivement issu des rangs des employés spécialisés (les professeurs). Dans la société commerciale, les « propriétaires » sont les « actionnaires ». La nouvelle charte de Laval veut faire de ses administrateurs, étudiants et employés les « actionnaires » de la corporation, mais rien ne saurait être plus fictif et factice, lorsque l'on sait très bien que le véritable « propriétaire » des universités au Québec est le gouvernement et que ce dernier entend bien exercer lui-même tous ses droits et tous ses pouvoirs. Quel pouvoir ont donc les nouveaux « actionnaires » de l'université sur « l'administration » ? Comment peuvent-ils exercer sur elle un contrôle ou une surveillance quelconque ? Quelle est la position de cette « administration » vis-à-vis le gouvernement ?

Bien que la plupart des administrateurs d'université soient d'anciens professeurs (et par conséquent aussi d'anciens étudiants !), et que l'administration des universités comporte une part considérable de consultation des professeurs et des étudiants, il ne faudrait pas oublier que dans les structures actuelles, dès qu'un professeur est co-opté dans l'administration, il entre dans une bureaucratie fermée qui l'isole de ses anciens collègues sur qui il a maintenant autorité, et qu'il lui est bien difficile de ne pas désormais concevoir sa carrière comme devant consister à continuer à monter les échelons de l'autorité. D'autre part, la participation des professeurs et des étudiants aux organismes de direction ne peut se faire que sur une base strictement personnelle, de sorte qu'ils agissent comme des « échantillons » plutôt que comme de véritables représentants de leurs groupes respectifs, avec le résultat qu'ils trouvent vite avantageux de s'aligner sur le haut plutôt que sur le bas, en attendant souvent d'être eux-mêmes co-optés. C'est donc dire que la base — les soi-disant « actionnaires » — n'a aucun pouvoir sur « l'administration », même si elle l'élisait, et qu'elle ne peut vraiment exercer aucun contrôle, ni aucune surveillance sur elle par l'intermédiaire de ses représentants, puisque ces derniers n'ont pas de comptes à lui rendre et ne sont, à vrai dire, aucunement dans une position pour faire un travail sérieux et efficace de critique ou d'opposition.

Enfin, quelle est la position de « l'administration » vis-à-vis le gouvernement ? Comme les administrateurs de nos universités n'ont aucune base politique dans la communauté universitaire qu'ils sont censés représenter, leur position est évidemment extrêmement faible devant ce qui est en fait le véritable propriétaire des universités; d'autant plus que comme bureaucrates isolés de la base, ils n'ont guère d'autre choix que de s'insérer le plus harmonieusement possible dans la plus grande bureaucratie gouvernementale qui leur ouvre les bras.

Y a-t-il une raison de souhaiter la démocratisation des cadres de l'université ? On pourrait peut-être à ce propos soutenir la thèse suivante. Parce que, au Québec, la collectivité universitaire a le devoir et la responsabilité d'agir en associé ou partenaire du gouvernement pour que les universités puissent pleinement participer au développement de la société et à la construction du Québec de demain, la collectivité universitaire du Québec doit se doter d'une pensée, d'une conscience et d'un vouloir collectifs et voir à ce que cette pensée, cette conscience et ce vouloir travaillent au profit de la société, même en dépit d'oppositions passagères possibles de la part de cette même société ou du gouvernement.

A moins, en effet, que les universités puissent jouer pleinement leur rôle de partenaire, il est à craindre que le gouvernement, en assignant aux universités les objectifs que ces dernières doivent poursuivre, en arrive pour des motifs trop étroitement nationalistes, à leur imposer des ordres de priorités qui risquent de ne pas respecter la fin propre ou raison d'être de l'université comme institution sociale. Une telle subversion des fonctions de l'université ne peut avoir pour effet à la longue que de détruire l'utilité véritable de l'université pour la société au nom même de son rôle social.

Ce danger est réel: divers pays ont des conceptions « nationales » différentes de l'université. En Angleterre, l'université est un « milieu d'éducation », en Allemagne, une « communauté de chercheurs », aux États-Unis, un « foyer de progrès », en France, un « moule intellectuel », en Russie, un « facteur de production ». Diverses communautés, d'autre part, ont laissé leurs universités devenir, qui des « tours d'ivoire », qui des « manufactures de diplômés », qui des « supermarchés de recherches », qui des « stations de service », qui des « cellules de révolution », qui des « pavillons de folklore ». Ces aberrations se produisent quand le pouvoir de décision est trop exclusivement concentré dans les mains, soit des « professeurs », soit des « consommateurs », soit des « propriétaires » de l'université. C'est un fait aujourd'hui au Québec que le danger ne vient plus du pouvoir des professeurs ou des consommateurs; il s'agit beaucoup plus de la part de ces derniers d'une démission pure et simple devant un « propriétaire » (le gouvernement) qui, sans le désirer peut-être, se voit confier toutes les responsabilités.

Est-il suffisant, pour que les universités puissent jouer leur rôle de partenaire pour le gouvernement, que ce dernier crée des organismes tampons semi-indépendants entre les universités et lui, ou qu'il accorde aux universités un système de financement semi-indépendant ? En d'autres mots, la réponse se trouve-t-elle dans l'autonomie classique des universités ?

Il est difficile d'imaginer qu'il soit possible de revenir aujourd'hui à un système plus ou moins indépendant de financement pour les universités. Les sommes en jeu et l'intérêt public ne permettraient guère une autonomie de gestion qui, dans les circonstances actuelles, ne continuerait à être exercée que par « l'administration » des universités individuelles. Or, la coopération volontaire entre les diverses institutions a toujours été une faillite notoire. Les organismes tampons, d'autre part, même si on leur accordait un rôle plus grand que simplement consultatif, n'ont jamais qu'une liberté d'action très relative vis-à-vis le bailleur de fonds. De plus, encore ici, la participation des professeurs, étudiants et représentants du milieu socio-économique au sein de ces organismes ne peut se faire que sur une base personnelle avec tous les inconvénients énumérés plus haut. Bref, la réponse à notre problème ne semble pas consister dans un retour pur et simple au concept classique de l'autonomie des universités.

Comment donc la collectivité universitaire peut-elle devenir un partenaire valable pour le gouvernement ?

Une première solution possible consiste dans l'action collective de ses composantes au niveau provincial. Administrateurs, professeurs, étudiants et employés de soutien agiraient par leurs organismes professionnels et syndicaux, soit dans des négociations directes avec le gouvernement, soit à l'intérieur des organismes consultatifs prévus par la loi. Les universités continueraient à être dirigées par une « administration » autonome, parlant et agissant au nom des universités. Une association ou fédération des universités aurait des représentants au sein des organismes consultatifs auprès du ministre de l'Éducation pour les questions de financement, de coordination et de planification du réseau universitaire. Pour les questions de salaires et autres conditions de travail de ses employés, chaque université agirait comme patron, de concert avec le gouvernement, pour fins de négociations. Les syndicats de professeurs et d'employés de soutien pourraient donc négocier leurs conditions de travail aux deux niveaux local et provincial, en plus d'être représentés au sein des organismes provinciaux de consultation. L'action des étudiants, enfin, pourrait s'exercer de la même façon, bien que cela comporte certaines difficultés spéciales. Le syndicalisme étudiant, en effet, n'est pas facile à définir et à organiser.

Ce système d'organisation comporte l'avantage évident d'une démocratisation considérable de la participation de la collectivité universitaire à l'action du gouvernement. Mais il comporte aussi plusieurs désavantages importants. Premièrement, il parcelle la collectivité universitaire en polarisant les intérêts divergents de ses parties composantes sur le plan des relations employeur-employé au dépens d'intérêts communs beaucoup plus vitaux. Deuxièmement, il laisse par le fait même les étudiants dans une position défavorable aux points de vue organisation et influence. Troisièmement, il ne confère aux professeurs qu'un pouvoir d'action très marginal sur toutes questions autres que proprement syndicales. Bref, en pratique,

ce système ne peut jamais corriger pleinement les lacunes de la situation actuelle.

Une deuxième solution possible est la création de l'université démocratique. L'université démocratique est celle dans laquelle (1) le pouvoir est aux mains des « citoyens », les professeurs et étudiants; (2) les centres de décision sont ramenés aux niveaux les plus bas possibles; (3) la fonction de décision est exercée collégialement par des professeurs et étudiants pendant de courts mandats; (4) la fonction judiciaire est séparée des fonctions de décision et d'exécution; (5) la fonction d'exécution, elle-même séparée de la fonction de décision, est exercée par un corps professionnel permanent distinct, à la manière d'une sorte de fonction publique.

Dans cette université démocratique, « l'administration » n'est plus une entité distincte des parties composantes de l'université, lesquelles parties exercent alors collectivement les droits et pouvoirs qui rendent la collectivité universitaire dans son ensemble capable d'assumer pleinement ses responsabilités sociales.

Sans la participation démocratique entière de la seconde solution, ou à son défaut la participation démocratique partielle de la première, la collectivité universitaire québécoise ne sera jamais en mesure de devenir le « partenaire » dont a besoin le gouvernement pour ne pas assumer seul et à sa manière les responsabilités sociales du réseau universitaire québécois, comme il est en train de commencer à le faire de plus en plus.

Quelle que soit la valeur de la thèse de la démocratisation des cadres de l'université, il faut se rendre à l'évidence que la nouvelle charte et les statuts de l'Université Laval favorisent le statu quo et la mainmise éventuelle du gouvernement sur les universités.

ANDRE COTE est un professeur de philosophie à l'Université Laval.

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A Choice of Futures — The Public is Confused

GORDON UNGER

Walter H. Worth, Commissioner: *A Choice of Futures. The Report of the Commission on Educational Planning.* Edmonton, Queen's Printer, 1972. Pp. 325.

(1)

When the Alberta Government established the Commission on Educational Planning in June, 1969, they asked of it the impossible. The Commission was to enquire into social and economic trends to determine the nature of Alberta society during the next two decades. The Commission was to examine the needs of individuals within that society. The Commission was to study the total educational organization in the province to decide the necessary adaptations of these institutions to the trends and needs thus described. The Commission was to establish bases for the priority judgments of the government with respect to the course of public education in Alberta for the next decade. Now, three years later, Commissioner Walter H. Worth has provided what he terms "A Choice of Futures" for Albertans. In 325 pages Dr. Worth has attempted to reverse the normal trend of Royal Commissions. Instead of providing recommendations for the government he has offered a selection of alternatives from which the populace of the province might select a "future" to their liking.

Reacting to the Report is an exercise in exasperation. In introducing his Report Dr. Worth says "the usual documentation in the form of footnotes and quotations is missing. Communication was deemed to be more important than scholarly respectability." The Report then communicates such statements as: "The entrenchment of mindless professionalism will likely curtail the introduction of any significant changes in the process of education . . .

(Cont'd next page)

A Bleak Future For the Professoriat

IAN DRUMMOND

Sylvia Ostry, ed: *Canadian Higher Education in the Seventies,* Ottawa. Economic Council of Canada and Information Canada, 1972. Pp. 310. $3.50.

This volume is a collection of papers on aspects of Canadian higher education. Its scope is both broader and narrower than its title suggests. Six of its nine papers report on the authors' research in the economics of education. Only three actually deal with university developments during the present decade.

Stager asserts that we should expect more part-time students, and explores some of the implications of this assertion. Max von Zur-Muehlen offers a comparison between probable outputs of Ph.D.s and their probable absorption in Canadian university teaching. He concludes that on any of several assumptions we are likely to have a permanent "surplus" of Ph.D.s Michael Oliver describes the financing of universities in Quebec, justifying his statement that Quebec universities are now "the most *public* universities in Canada" (p. 298). He then proceeds to ask what will be the role of universities in the emerging scheme of things — not just in Quebec, but throughout Canada. Granted that governments will no longer let universities stand apart from ordinary financial and planning practices, how can universities best cooperate among themselves, and how can power best be shared between governments and universities?

Most university readers will be interested only in the above three papers. The historical surveys and technical discussions of the other papers would have been appropriate in specialist journals.

(Cont'd on page 16)

Nor can tenure as it now exists be defended on the grounds that it is necessary to preserve academic freedom which is essential to the foundation of higher education . . . The unique contribution of the computer is that it clearly needs little, if any, intervention on the part of the teacher . . . While there are some very notable exceptions university teaching methods, particularly in undergraduate studies, are disagreeably uniform and tedious." Faced with these sweeping and false generalizations a university professor can be forgiven for wishing that more attention had been paid to scholarly respectability and rules of evidence and less to communication.

The Report appears to uphold two basic philosophical principles. On the one hand it espouses the deliberate selection of a set of values and beliefs which would result in a "person-centered society." It exhorts teachers to honour each learner's "private agenda" on the philosophical assumption that it is the individual's responsibility to choose and to learn. On the other hand the Report forecasts and, by implication, advocates a technology enabling those who program the technology to control human behaviour and to manage personality. The Report forecasts that governments will play a more regulatory role in inter-personal relationships in the future. The tone and tenor of the discussion indicates the inevitability of such regulation.

The simultaneous adoption of these contradictory principles results in imprecision and confusion. The Report exhorts teachers to preserve their function as critics of society while recommending, at the same time, that they be subject to planning groups at other levels who "have decided major goals, set objectives, identified content and recommended teaching approaches." The Report challenges teachers to cease being "relatively passive neutral devices" for cultural indoctrination in order that they may express their "full humanity." At the same time the Report advocates reducing the "traditional idiosyncratic influence" that teachers possess in having the right to develop their own programs, a right described in the Report as "a kind of educational apartheid." The Commission endorses the freedom of students to design their own programs and set their own objectives but simultaneously identifies one of the main faults of our present system as affording our youth "the opportunity to choose how and where they pursue advanced learning," thus failing to provide properly for the manpower needs of society.

On casual reading, the Report of the Commission seems to be a step in the direction of a more humanistic educational system, which eventually will result in a more humanistic social system. It emphasizes greater sensitivity to student needs. It advocates making education available for Alberta citizens throughout their life time. However, this somewhat incredible contradiction in the philosophical stance of the Report is disturbing. That the abstract affirmation of the worth of the individual can be reiterated on page after page in the context of recommendations specifically advocating limitations on personal liberties is not reassuring. A careful consideration of the recommendations of the Report belies the impression formed by casual reading. The technological autocracy of educational process advocated in the Report will negate its pious hopes for humanism.

(2)

The Report makes a number of recommendations bearing directly on universities. To appreciate their full impact it is perhaps necessary to list them. Universities must be integrated in a fully federated system embracing all aspects of higher education. Universities are to be concerned with career oriented studies and mission oriented research. Most degree programs must be shortened by one or two years. The "faculty dominated and excessively hierarchical structure of the university [which has] almost emasculated their boards of governors" must be replaced by lay dominated boards of governors accountable to the "enlightened sovereignty of the people." The University Commission must be dissolved and universities placed under the direct supervision of a government department. There must be a dramatic change in teacher behaviour, which will require "sharp needles": "The ill fitting tweedy methods of academia are highly resistant to all new tailors." Universities must become visibly efficient: "By reducing the traditional idiosyncratic influence of teachers in higher education — one of the insidious and indefensible spinoffs from the concept of

The Committee on Academic Freedom and Tenure

Members Wanted

The Committee on Academic Freedom and Tenure solicits suggestions for nominations for membership on the Committee.

Terms of office for Committee members is three years. The Committee has eleven members, including the Executive Secretary and senior Associate Executive Secretary, and approximately one-third of the Committee is changed each year. Members of the Committee are appointed by the Executive Committee, on recommendation of the A.F.&T. Committee, who strive for an appropriate balance in terms of geographical representation, discipline, and experience.

The Committee deals with grievances from faculty members at institutions with associations affiliated to C.A.U.T. In addition, the Committee is concerned with the promulgation of policy statements and guidelines on tenure, on academic freedom, on proper procedures for determining terms and conditions of employment, and so on.

Suggestions for nominations to the A.F.&T. Committee should be sent to the Executive Secretary no later than January 2, 1973, together with a brief biographical statement on the candidate's academic background and experience in faculty association activities.

academic freedom — we can probably increase the number of student contact hours per teacher." Traditional evaluation must be replaced by setting specific behavioural objectives for all skills: "The objective in first year typing can be stated as 25 words a minute with two errors and everybody knows exactly what that means, but very few teachers are using the same techniques with history or poetry." Collective bargaining should be used for all terms and conditions of employment. Compulsory final offer selection should be used to settle disputes and consideration should be given to centralized bargaining for the entire province. Sabbatical leave, though necessary, should be of a short term variety. Tenure of appointment should give way to five year term contracts. Complete transferability of credit should be possible among all institutions of advanced learning. And so on.

It is unfortunate that the accusatory tone of the Report in dealing with universities appears to be deliberate. The University has been judged in the Commission's balance and been found wanting. It must, therefore, be restyled and refurbished. The professorial staff, steeped in a tradition of mindless and selfish professionalism and unresponsive to students and to society, must be forced to conform to the new demands of the seventies. To this observer, unfortunately, the blanket indictments and sweeping generalizations have destroyed the case. Obviously universities are not perfect and leave a great deal of room for the improvement of the teaching and learning process. That the desires of those who seek improvements have reached the ear of the Commission is evident. But it is equally evident (and this is ignored by the Commission) that universities have a fairly long history and, while not perfect, cannot be doing everything wrong. The community of scholars succeeds to the degree that both students and faculty are engaged in the enterprise of scholarship. There are many of us who believe that there is more freedom and opportunity for personal growth in universities than anywhere else in our society. We look askance at those who would destroy the university and replace it with the type of institution envisaged by Commissioner Worth.

The Confederation of Alberta Faculty Associations has provided a moderate and considered reaction to much of the Worth Report as it affects universities. The Confederation writers have recognized that despite the philosophical contradictions and intemperate language, there is much in the Report which bears close study and discussion. Some of their major recommendations bear repetition.

The Commission recommends that the institutional autonomy of universities should be carefully circumscribed to ensure that universities fit the role set for them in a fully federated system of higher education. To this end, the Report recommends that the Universities Commission be dissolved so as to eliminate "the artificial distinctions between supposed noble and less noble institutions." Coordination through a central authority would improve the ability to set priorities and allocate resources for the entire education sector, and would permit central planners to deal effectively with such problems as the transferability of credit. Dr. Worth concludes by stating that "the role played by a government unit can be positive and constructive, encouraging institutional control and flexibility."

The current Alberta Government has seized upon this resolution; they intend, according to statements by the Minister, to introduce legislation which will dissolve the Commissions by March 31, 1973. C.A.F.A. has argued that a high degree of autonomy must remain with universities if they are successfully to fulfill their mandates. While not denying certain legitimate interests of society in the affairs of universities the Confederation argues that the unique functions of the universities must always be borne in mind. The Confederation discusses the various issues in which governments have a legitimate interest. They suggest, however, that there is an inherent contradiction in the recommendation that institutions are to "resolve their own institutional mandates," and the basic assumption of the Report that the decisions concerning what will be taught at universities can be made by the Department of Advanced Education. However, the Confederation does recognize that such issues as the question of who will attend universities have become very much a matter of public policy.

The Confederation suggests, initially, that a society may preserve an interest in the universities through the concept of a lay-dominated Board of Governors with, nevertheless, substantial representation from the constituent elements within the university. The Confederation argues that the universities must have a similar means of influencing government decisions. To this end they recommend that an advisory committee on universities replace the now, or soon to be, defunct Commissions. Along the same line as recommendations included some years ago in the Rowat-Hurtubise Report they recommend that such a committee should review all planning documents whether they emanate from the Department of Advanced Education or from the universities. The committee also should preview the establishment of major program changes and advise the Minister and his departmental officials on the best means of coordinating these programs with the provincial master plan for advanced education. The Confederation recommends that the advisory committee not be granted executive powers. They should, however, by statute, advise the government on all legislation affecting universities, and on such general matters as the formula used for the distribution of government funds. The Confederation also suggests that for such a committee to have any real influence and justification all its proceedings, recommendations and studies be public. Such a committee, they argue, should be broadly representative of the university community, but should also include minority representation from the Department of Advanced Education and from society in general.

The Worth Report assumes, inaccurately, that bargaining in higher institutions has typically been conducted by boards of governors and academic staff associations. This statement is true of the Colleges in Alberta. The Colleges Act provides that staff associations do have bargaining rights with their boards of governors. It is not true of the universities. In the universities there has been voluntary discussion of matters of economic conditions of employment, but there has never been legal authority for any form of bargaining. Even the procedures agreed to at the University of Alberta in recent years, which provide for final offer selection in the event of disputes, have no legal sanction. The procedures were introduced by a minute of the Board of Governors and they could, in theory, be revoked at any time.

The Report of the Commission recommends that final offer selection as introduced at the University of Alberta become the procedure used in all negotiations between personnel and the governing authorities at all levels of schooling in Alberta. The Commission goes on to recommend that in addition to salary and fringe benefits, major working conditions, including such issues as sabbatical leave policies and employee workloads, could be negotiated

using the final selection offer approach. The Confederation of Alberta Faculty Associations has pointed out in their response to the Worth Report that there is no question that academic staff in Alberta must have recognition as professionals. There is some question, however, as to whether the final offer selection procedure has had sufficient experience so that it could be used for the settlement of disputes with respect to working conditions which are not directly monetary. The C.A.F.A. is currently studying the situation with the intention of recommending policy to the Government early in the new year.

A major source of contention in the Worth recommendations relates to tenure. Dr. Worth suggests that tenure of appointment is a condition of service that is relatively unique to education. He argues that a serious weakness of the system in higher education is that it causes institutions to support a faculty that they may not need nor want. This deadwood involves an unproductive faculty member who is protected from dismissal by the tenure system, or a teacher whose subject area is no longer in demand by the students. The Report goes on to argue that tenure be abolished and be replaced by limited term renewable appointments. It suggests that such an appointment system could be devised so as to provide due process and security while, at the same time, discouraging staff from becoming "smug and indifferent to the needs of both learners and institutions."

The Confederation, in response, suggests that in order to protect the academic from arbitrary action, academic associations have emphasized the need for appointment and dismissal procedures which ensure teachers of due process including, where necessary, the impartial and knowledgeable arbitration of disputes in cases involving security of appointment. C.A.F.A. states that, contrary to popular misconception, tenure was not designed to protect the incompetent. It was designed to provide, simply, the due process and security that the Commission itself recognizes are necessary in universities. The Confederation draws attention to the fact that threats to academic freedom do exist both from within and without the universities. Moreover, the almost total reliance on Government financing by universities has created new pressures on the institutions to conform to political interpretations of the will of society. The Confederation disagrees with the Report of the Commission that academic freedom can be protected in other ways.

They argue that the guarantee of due process ensuring freedom from arbitrary dismissal remains the best means of protecting the necessary freedom of scholars. Term contracts will not make professors more responsive to the needs of learners and institutions.

Comité de la Liberté Universitaire et de la Permanence de l'Emploi

Membres sollicités

Le Comité de la liberté universitaire et de la permanence de l'emploi sollicite des propositions de candidats qui pourraient faire partie du Comité.

Le mandat est de trois ans. Le Comité se compose de onze membres, y compris le secrétaire général et le secrétaire général adjoint senior, le tiers environ étant remplacés annuellement. Les membres sont nommés par le Bureau de direction sur la recommandation du Comité de la liberté universitaire et de la permanence de l'emploi. On s'efforce de conserver un équilibre approprié au point de vue de la représentation géographique, des disciplines et de l'expérience.

Le Comité connaît des griefs relatifs aux professeurs dans les institutions qui ont des associations affiliées à l'A.C.P.U. Il a aussi pour tâche d'élaborer des énoncés de principes et des directives touchant la permanence de l'emploi, la liberté universitaire, les modalités appropriées pour l'établissement des conditions d'emploi, etc.

Les propositions doivent parvenir au secrétaire général au plus tard le 2 janvier 1973 et être accompagnées d'une brève notice biographique touchant l'expérience du candidat dans la carrière universitaire et les associations de professeurs d'université.

(3)

Royal Commissions are wonderful things. They can provide governments with erudite analyses of technical problems. They can provide society with forceful polemics on issues of moral or ethical concern. They can provide decision makers with reasons for action, or opportunities for inaction. They can reveal the state of the mind of the public on issues of concern.

This Report falls in the latter category. The Report of the Commission on Educational Planning purports to analyze the alternatives available to Albertans in considering the society they wish and the educational system which will make it so. Insofar as the Report reveals the public mind concerning universities (which I believe it may well do) the public is confused about the proper role of universities, ignorant of the processes of universities and yet convinced of the necessity and utility of some institutions called universities. In future Alberta universities will be talking directly to governments. The Worth Report reveals the magnitude of the problems confronting us in this vital exercise.

The full response of the Confederation of Alberta Faculty Associations to the Report of the Commission on Educational Planning may be secured by writing either to the C.A.U.T. or to C.A.F.A.

GORDON UNGER is Executive Secretary of Association of the Academic Staff at the University of Alberta.

(Cont'd from page 12)

In these papers, much of the discussion revolves around the measurement of the social and private rates of return on higher education. Hettich has devised an ingenious way to measure a recondite payoff; he concludes that other studies underestimate the rates of return. Dodge and Sewell examine the relation between higher education and the division of the labour force into non-competing groups; both conclude that other studies overestimate these rates of return. Handa and Skolniek explain that almost all studies have based themselves upon past data which need not apply in the future; expected returns and actual future returns may therefore differ from measured rates. Stager tabulates the rates which he and others have calculated.

Another strand is "manpower planning". Skolniek and Handa seem to think it is a good idea to project "needs" and "supplies", though they admit that the task is hard, and that it may also be unnecessary. Sewell, with the weight of professional opinion behind him, argues that manpower planning is not only impossible but pernicious. And von Zur-Muehlen offers a modest and circumspect example of the technique in action.

A third strand is historical. Stager surveys the allocation of resources to Canadian education since 1921, and sketches the history of university extension efforts. Stamp offers a historical overview of vocational objectives in our education; he concludes that ever since the period 1880-1900 there has been "a steadily growing commitment to vocationalism".

Still other themes appear in some papers. For example, Skolniek and Handa offer an econometric forecast of enrolment, and a primitive model of university spending decisions.

All these papers are thought-provoking; some are technically challenging; many show professional competence and imagination; most are very badly written. The specialist can learn a great deal from all of them. Of course, every specialist will have doubts here and there. For instance, I have some reservations about the ways that Jagdish and Handa use the terms and ideas of technical economics. While in general I agree with Sewell's and Dodge's conclusions, I am not sure that Dodge's analytical engine is the best for his purpose; some sort of "dynamic" analysis might be better than the "comparative static" model he is using. I think Hettich is measuring a rather special sort of "consumption benefit": he might properly have clarified the relation between his kind and the other kinds. Though I too have read the Wright Report and the relevant pop futurology, I see no reason to agree with Stager that we face a boom in part-time study; I expect the numbers will grow, and I hope that we can treat part-timers more fairly in the future, but I do not think that Stager has justified his assertion that the part time student is "the next crisis in education" (p. 267). Fortunately, this venue is not the right place for me to pursue the authors on technical points. In the balance of this review I should like to explore another sort of question: what do these nine papers tell us about our own futures as professors, teachers, and researchers?

All the papers are related to economic planning. Governments, not universities, do such planning. Planners measure rates of return so that they can decide whether society is spending too much or too little; they measure demand so that they can plan our fee structure and our capacity; they make manpower plans so that they can decide where to expand or contract our efforts.

This sort of planning has a lot to do with instruction but very little to do with education. For some time now, economists have talked of "human capital": by this analogy, they see the educational system as the producer of marketable capabilities. Just as the machine shop produces lathes and punch presses, so the department of classics produces professors of classics. In the early sixties, it was believed, human capital yielded more than physical capital. We were told that Canada had underinvested in human capital. The Economic Council itself led the campaign. But university people were not ashamed to join the chorous. If governments could be convinced, the authorities would spend more on education. At the very least, they would give us enough money to cope with the waves of students who we knew were on the way. At best, we would be able to do a proper job of educating the young people whom the system was giving us for largely non-educational reasons. And we professors would do well. Our incomes would rise. So would our fringe benefits. We would have graduate students to work with. At long last, there might be enough money for our research.

For the professoriat all the good things did happen. But in the process the university system became very expensive — so costly that governments were bound to ask about its internal arrangements. And after ten years of chatter about human capital and educational payoffs, governments are bound to put their questions in non-educational terms. What is the payoff from this programme? Are there jobs for the graduates of that programme? When there is a surplus of Ph.D.s, why need staff salaries rise?

In the seventies things will be less rosy for the professoriat. That is the implicit message of these nine papers. When new Ph.D.s are in excess supply at current salary scales we cannot expect these scales to rise very quickly — or at all. Nor can we expect governments to support post-graduate study with any generosity. In so far as our research is tied up with the presence of graduate students, we may have trouble in funding it or even doing it. We shall certainly have to devise different and cheaper research strategies. Presumably we shall remain free to teach and learn what we want. But we must expect an increasing bureaucratic involvement outside our laboratories, libraries, and lecture rooms — more internal and external planning, less freedom to invent new programmes, more rules, guidelines, and directives from governments. A platoon of Jagdish-Handas will be forecasting the demand for places. A brigade of Stagers will be measuring programme-payoffs. An army of clerks will be misunderstanding their results and transmitting the confusion to ministers, the press, and the public.

Perhaps by staying small in the sixties we could have avoided all this. University budgets might have impinged less forceably upon provincial finance ministers if university grants had been smaller. For the same reason, our position might now be better if we had systematically raised tuition fees. But it is equally possible that the rational examination of government programmes would have been extended to cover university operations in any event. Whatever the mistakes of the recent past, these nine essays suggest that — whatever may happen to student numbers and to finances — the near future is grey.

IAN DRUMMOND teaches political economy at University of Toronto.

Projet de modification à l'énoncé des principes de l'A.C.P.U. relatif à la nomination des professeurs et à la permanence de l'emploi

Ce document est la version nouvellement revisée de la section IIIC (procédures de révocation) de notre Enoncé de principes relatif à la nomination des professeurs et à la permanence de l'emploi.

En 1971, le Comité exécutif de l'A.C.P.U. a formé un comité spécial chargé de revoir les cas arbitrés par des comités de professeurs depuis l'adoption de l'Enoncé de principes en 1967, et d'examiner la possibilité d'apporter des revisions aux procédures. Le Comité se composait de MM. Harry Arthurs (Droit, Osgoode Hall), Karl Friedmann (Science politique, Calgary), Dale Gibson (Droit, Manitoba), David Johnston (Droit, Toronto), et Alwyn Berland (ACPU).

Le Comité a proposé des modifications qui, à son avis, devaient avoir pour effet de préciser les exigences de la section IIIC, d'accélérer les procédures et d'en limiter les coûts. Ces modifications ont reçu l'approbation du Comité de la liberté universitaire et de la permanence de l'emploi, celle du Comité exécutif, et finalement celle du Conseil de l'A.C.P.U. en mai 1972. Les articles de cette section qui sont nouveaux ou modifiés sont marqués d'un astérisque.

C. *Procédures de révocation et de suspension*

C1 La nomination d'un professeur à titre permanent ne doit être annulée que pour des raisons valables présentées à un comité d'arbitrage constitué suivant les principes énoncés plus loin. Une nomination à l'essai pour une durée limitée ne peut prendre fin avant la date prévue que si la procédure d'arbitrage est d'abord appliquée.

C2 Pour bien définir ce qu'on entend par « raisons valables », on pourrait dire qu'il s'agit d'immoralité ou de négligences répétées à l'égard de sa profession ou de ses étudiants. Mais toute définition tend à remplacer une suite de termes généraux par une autre. Le vrai sens de « raisons valables » ou d'une expression jugée équivalente ne peut être saisi que dans le contexte d'un cas particulier. L'essentiel est de s'assurer que la procédure suivie permettra d'établir objectivement la validité des motifs. Cela peut être difficile, par exemple, dans le cas de négligences d'ordre professionnel, et un comité d'arbitrage qui aurait à en juger devrait comprendre des professeurs enseignant la même discipline que l'intéressé dans d'autres universités.

(Cont'd next page)

Amendments to C.A.U.T. policy statements on academic appointments and tenure

This document is the newly revised form of Section IIIC (dismissal procedures) of the C.A.U.T. Policy Statement on Academic Appointments and Tenure.

In 1971 the Executive Committee of C.A.U.T. appointed a special committee to review the academic arbitrations that had been held since the Policy Statement was first adopted in 1967, and to consider possible revisions of the procedures. The committee consisted of Professors Harry Arthurs (Law, Osgoode Hall), Karl Friedmann (Political Science, Calgary), Dale Gibson (Law, Manitoba), David Johnston (Law, Toronto), and Alwyn Berland (C.A.U.T.).

The committee proposed revisions which in its opinion would serve to clarify the requirements of Section IIIC, expedite the proceedings themselves, and restrain the costs involved. The revisions were approved by the Committee on Academic Freedom and Tenure, by the Executive Committee, and finally by the C.A.U.T. Council in May 1972. The articles in this section which are new or revised have been marked by asterisks.

C. *Dismissal Procedures and Suspension*

C1 The appointment of a faculty member having tenure should be terminated only upon proof of adequate cause before an arbitration committee which is constituted in accordance with the following principles. The appointment of a faculty member on probation or with an otherwise limited term should be terminated at any time other than that specified only in accordance with the same arbitration procedure.

C2 If "adequate cause" is to be defined, it might be said to mean or to include, gross misconduct or persistent neglect of a professor's duty to his students or his discipline. A definition here would only substitute one set of general words for another. The real meaning of either "adequate cause" or any substituted phrases can only be reached in the context of a particular case, and the important thing is to ensure that a procedure is followed that will permit dispassionate consideration of "cause" established by the evidence. For example, it must be

(Cont'd on page 19)

(Cont'd from page 17)

C3 Il conviendrait de traiter à part les cas où l'intéressé est physiquement ou moralement incapable de remplir normalement ses fonctions. Un enseignant ainsi affligé devrait plutôt obtenir un congé sous une forme quelconque.

C4 Quand le recteur de l'université et le doyen de la faculté sont convaincus que la révocation est justifiée, ils doivent immédiatement en aviser le professeur et l'inviter à les rencontrer en présence du directeur de son département, s'il y en a un, et d'un professeur nommé à titre permanent, dont l'impartialité est reconnue, et qui n'est récusé ni par le doyen ni par le professeur incriminé. En cette occasion et dans d'autres rencontres du même genre, le professeur a le droit d'être assisté de quelqu'un qui l'aide à présenter sa défense.

*C5 Si la tentative de règlement échoue, l'université doit faire connaître au membre, par écrit, les accusations portées contre lui, en lui donnant suffisamment de détails pour qu'il puisse préparer sa défense.

*C6 (a) Dans les 14 jours suivant la réception, par le membre, des accusations écrites mentionnées à l'article C5 ci-dessus, l'université et le membre se rencontrent en vue de nommer conjointement un comité d'arbitrage.

(b) Le comité d'arbitrage se compose de trois professeurs ne faisant pas partie de l'université, et que l'université et le membre sont disposés à accepter.

(c) Si l'université et le membre ne réussissent pas à constituer un comité d'arbitrage dans les 21 jours suivant la rencontre mentionnée à l'article C6 a) ci-dessus, il faut recourir à la procédure décrite à l'article C7 ci-dessous.

*C7 Une personne étrangère à l'université, et dont l'intégrité et l'indépendance sont incontestables, est nommée conjointement par l'université et l'association des professeurs; sa tâche est de former, dans les plus brefs délais possibles, un comité d'arbitrage, dans le cas où le représentant de l'université et le membre de l'association ne peuvent s'entendre sur la composition d'un tel comité. Cette personne doit être nommée dans les trente jours suivant l'adoption du présent règlement ou la démission de la personne préalablement nommée.

*C8 (a) Le comité d'arbitrage se réunit dans les 21 jours suivant sa constitution et s'efforce de terminer ses travaux et de prononcer sa décision aussi rapidement que possible.

(b) Le comité d'arbitrage a le droit d'établir ses propres procédures et d'exiger de chaque partie la révélation intégrale des faits que le comité juge pertinents, dans les limites du bon droit. De toute façon, il doit:

(i) informer tous les intéressés de la date, de l'heure et du lieu où il a l'intention d'entendre les parties;

(ii) permettre aux deux parties de comparaître en personne, accompagnées ou non d'un avocat ou d'autres conseillers, et d'interroger et contre-interroger les témoins;

(iii) tenir ses audiences à huis clos, à moins que les deux parties n'acceptent par écrit qu'elles soient publiques, et avertir toutes les personnes qui comparaissent à huis clos devant le comité de considérer toutes les délibérations et les preuves comme confidentielles;

(iv) exiger de chaque partie qu'elle indique la nature des preuves sur lesquelles elle a l'intention de s'appuyer afin de permettre à l'autre partie de faire une réplique juste et détaillée.

(c) Il n'est fait aucune transcription officielle des délibérations, mais le comité a le droit d'exiger pour son propre usage l'enregistrement sonore de l'ensemble ou d'une partie des délibérations.

(d) Dans sa décision, qui doit être écrite, le comité rend compte des faits et des motifs qu'il a relevés, et se prononce sur le bien-fondé de la cause. La décision écrite est transmise à l'université et au membre, l'un ou l'autre pouvant décider de la rendre publique.

(e) La décision du comité est sans appel et oblige à la fois le membre et l'université.

(f) En rendant sa décision, le comité doit déclarer:

(i) qu'il n'a pas trouvé matière à congédiement et que toute suspension en vigueur doit être révoquée,
OU

(ii) qu'il a trouvé matière à congédiement.

(g) Si le comité conclut à la légitimité du congédiement, il peut néanmoins ordonner que le traitement du membre de l'association et la contribution de l'université à son fonds de pension continuent à lui être versés pendant un maximum d'un an à partir de la date de la décision du comité.

C9 Le recteur d'une université peut, en spécifiant par écrit le motif précis, relever un membre du corps professoral de quelques-unes ou de toutes ses fonctions universitaires pourvu que l'on ait déjà entamé, ou que l'on entame simultanément, des procédures conduisant à la révocation ou à l'établissement de la justesse d'une telle mesure. La suspension des fonctions universitaires devrait prendre fin soit avec la conclusion des procédures de révocation ou d'une autre cause, soit à tout autre moment antérieur si le recteur le juge opportun. L'énoncé du motif doit inclure une allégation de danger imminent pour le fonctionnement de l'université ou pour tout membre de la communauté universitaire. Le traitement et les autres avantages du professeur devraient lui être assurés pendant toute la durée de la suspension.

*C10 Si l'une des parties omet de respecter un délai prévu dans les présentes, l'autre partie peut se prévaloir de l'étape suivante de la procédure. Toutefois, les parties peuvent accepter mutuellement par écrit de prolonger n'importe lequel desdits délais.

C.A.U.T.
A.C.P.U.
newsletter

THE CASE OF DR. ISTVAN MESZAROS

The Canadian government is trying to deport Dr. Istvan Meszaros of York University in Toronto, a philosopher of international reputation. The Canadian public deserves to know the answers to some questions, particularly since a number of other academics at York have been harassed by the department in the last few years. Professor Meszaros was born and educated in Hungary. He was secretary to the internationally-renowned philosopher, Georg Lukacs, and participated in the 1956 revolution. He fled to Hungary when the Russians invaded and eventually came to Britain where he was granted British citizenship and became a professor at Sussex University. There, he had a distinguished academic career involving the publication of a number of highly-regarded philosophical works (see, for instance, the review in the **Times** of London, 11 March 1971). This spring he was hired as a full professor by York University.

He applied for landed immigrant status, and the department's office in London refused this on the general grounds of its not being in the public interest. From that date to this the department has refused to offer any reasons for its actions other than its original vague and meaningless phrase. For the better part of a month and a half through the summer the administration of York and C.A.U.T. attempted private negotiations with the department to reverse this decision but to no avail. At the time Mr. Z. Levine, the Minister's special assistant, promised to write "more fully" to the C.A.U.T. He never did. The only conclusion that we could draw from this total inaction on the part of the department is that they were trying to stall in the hope that Professor Meszaros would give up.

Since the department had made no final disposition of his case, Professor Meszaros came to Canada and then decided to make another application for landed immigrant status. As a consequence of the totally unsatisfactory situation, the Academic Freedom and Tenure Committee of the C.A.U.T. met on 23 September 1972, reviewed the case in detail and sent a telegram to Mr. Mackasey, Minister of Manpower and Immigration at the time, requesting that the government admit Meszaros or else show grounds for denying entry, i.e. indicate in what manner the presence of Professor Meszaros harmed the security of Canada. We have received neither an acknowledgment nor a reply. The C.A.U.T. then advised its local associations of the situation, and some 42 faculty associations have made representations to the Minister. This has also had the support of the Ontario Confederation of University Faculty Associations and the unanimous support of the Council of the Fédération des Associations de Professeurs du Québec at its recent semi-annual meeting.

The Senate of the University of Sussex have protested these actions to the Government of Canada, as have such distinguished English academics as Sir Isaiah Berlin and Asa Briggs, Vice-Chancellor of Sussex.

Meanwhile the department took a number of extraordinary steps. First it announced its willingness to give a one-year permit to the supposed security risk in return for an agreement from Professor Meszaros to withdraw his application for landed immigrant status. A reporter from the **Globe and Mail** reported on 3 October 1972 that Mr. Levine was "mystified" when the reporter pressed him on the illogicality of this manoeuvre. Mr. Levine then decided to offer his own obiter dicta on the case just before it came to a hearing, namely that Professor Meszaros was "no golden-haired boy". News reports on the CBC on 24 October indicated that civil liberties organizations and the professors at the University of Sussex were protesting slanderous attacks by the department of Professor Meszaros in academic circles in that country. Such character assassination is surely not only vicious but something that should offend the sense of justice of all Canadians. Now the department is trying to deport Professor Meszaros on a legal technicality which, if accepted, ensures that the Minister will not have to give his reasons and allow Professor Meszaros a fair hearing on the substance of his case.

Furthermore the Meszaros case appears to be a part of a pattern whereby the department has attempted to prevent academics from teaching in Canada for no other discernible reason than their heretical ideas. Two years ago the department refused landed immigrant status to Professor Gabriel Kolko of the History Department at York. Under pressure they changed their minds, thus indicating that the original reasons were frivolous and incapable of sustaining serious and impartial scrutiny. Two similar cases occurred at a slightly earlier date in the Department of Economics at the same University.

The Board of the C.A.U.T. met in late October, discussed the case and sent letters to both the Prime Minister and to Mr. Mackasey. The Board took strong exception to the fact that the Minister has offered no reasons at any time to justify his allegations concerning national security, protested in the strongest possible way the ad hominum remarks of Mr. Levine and once again urged that there should be a fair hearing. The Department of Immigration has made no reply.

C.A.U.T. does not believe that Professor Meszaros has an absolute right to enter Canada — only that he should have a full and fair hearing on the substance of the case against him.

Student Union off to a Shaky Start

Last month, a National Union of Students, stretching from Ontario to British Columbia, was founded in Ottawa. This was the first attempt to revive a Canada-wide student organization since the disintegration of the Canadian Union of Students four years ago.

Quebec and the Maritimes, after brief participation in the three-day conference, walked out when their views on representation were not shared with the rest of the delegates.

The Maritimes wished to see representatives come from within provincial organizations, with each province having equal power, thereby avoiding domination by Quebec or Ontario if representation were to be based on population.

Quebec delegates, led by Loyola College, asked for regional representation, with all five regions enjoying equal voting power, thus hoping to avoid the erosion of existing provincial student organizations.

The Maritimes and Quebec delegates left the meeting after facing opposition to their proposals.

The remaining delegates agreed on a compromise : Any institution may join the NUS directly or through a provincial union. All member institutions will have one vote for up to 5,000 students on their campus. Thus a university with a student population of 500 would have one vote, while another with 5,200 students will have two votes.

Representation at the conference was something less than what was hoped for by the organizers. Seventeen Ontario universities were represented, along with 12 from British Columbia, five from the Prairies and six from the Maritimes. The 20 Quebec delegates were mostly from Community Colleges (CEGEPs) and Anglophone universities. None of the large Francophone institutions were represented, although an observer from the Front d'Etudiants du Québec was present. Others who did not participate were the University of Western Ontario, University of Toronto and Queen's University.

University Governance Will be Studied

Who runs Canadian universities ?

The Canadian Association of University Teachers wants to find out by proposing the establishment of a CAUT committee on University Governance.

The Committee's main area of interest will be the surveillance of the present practices of university governance in Canada and recommendation on guidelines or principles of acceptable practice.

The proposed committee will be composed of six members and will include one member of the Board of Directors of CAUT and one member of the professional staff.

While its terms of reference will be broad in scope, the committee intends to show interest in subjects involving faculty representation on the Boards of Governors; relations of senate, board and administration in decision making authority and accountability; practices governing selection and terms of reference for departmental chairmen, deans and other academic administrators; and authority for appointments, renewals, promotion and the granting of tenure at the departmental and faculty or university levels.

Women Academics

C.A.U.T. to Sponsor Monographs

At a recent meeting held in Ottawa, the Advisory Board on CAUT - Sponsored Monographs asked CAUT Executive Committee to have CAUT consider sponsoring a series of monographs, beginning with, but not necessarily limited to, studies of women academics in Canadian universities. The members of the Advisory Board present were Naomi Griffiths (Carleton), Jill Conway (Toronto), Karl Friedman (Calgary), Evelyne Moore (Calgary) and Alwyn Berland (CAUT).

The CAUT Executive Committee, in turn, agreed to recommend to the CAUT Board that it approves the principle behind the Advisory Board's proposal, and that while the series of monographs will begin with a series on women academics, they will later extend to other subjects of interest to the members of CAUT.

It further recommended that the CAUT Board consider the appointment of an editor for the series; that any proposals for direct financial contribution by CAUT be referred to the Board for approval; that the Board authorize a $2,000 expenditure as an honorarium for the editor for a six month period of work; and that the editor be involved in all facets of preparatory work prior to the start of the project.

The Advisory Editorial Board nominated Professor Naomi Griffiths as editor of the series, and also recommended that at the end of the six months a permanent editor be appointed.

A.U.T., C.A.U.T. Cooperation Announced

At the Second Executive Committee meeting held in Ottawa on Sept. 14, the Committee has adopted the following motion : "That the members of the Association of University Teachers temporarily in this country for study or employment purposes in Canadian Universities should be accorded the facilities of the Canadian Association of University Teachers in connection with such matters arising out of their employment or study."

This resolution was precipitated by letters exchanged between the CAUT and the AUT in which the question of mutual help between the two associations was raised.

The AUT Executive has passed a similar resolution, saying that those members of CAUT who are in Britain "for study or employment purposes in British universities, should be accorded the facilities of the Association of University Teachers in connection with matters arising out of their employment or study."

Vacancies

Postes vacants

ADMINISTRATION

UNIVERSITY OF CALGARY. **Director School of Nursing.** Appointment effective July 1, 1973, or as soon as possible. The School is a developing unit within the University, committed to preparing nurses for a variety of new and challenging roles with particular emphasis on the family nurse practitioner. It consists of 120 students, 9 full-time and 2 part-time faculty members. The first students were admitted to the four-year, integrated basic baccalaureate program in September, 1970. A post-basic baccalaureate program is anticipated for the near future. Qualifications : distinguished academic record with proven experience in university teaching, research ond administration. Applications, including resume, should be sent before February 15, 1973, to the President, The University of Calgary, 2920 — 24th Avenue N.W., Calgary T2N 1N4, Alberta.

UNIVERSITY OF NEW BRUNSWICK. Applications are invited for the post of **Vice-President (Administration)** which will foll vacant on 1 July 1973. The post carries responsibility, under the President, for the administration of the non-ocademic side of the University, including the Business, Personnel, Physical Plant and Comptroller's offices. Applicants should possess a university degree in a relevant field and have had related experience. It is hoped that the person appointed will join the University eorly in 1973 so as to benefit from an extended "take over" period. Whilst applications will be received at any time until the post is filled it is preferred that they be made before 31 December 1972. They should be addressed to Dr. L. G. Jaeger, Old Arts Building, University of New Brunswick, Fredericton, N.B.

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

TRAVEL AND RESEARCH GRANTS IN INTERNATIONAL DEVELOPMENT

The International Development Research Centre offers 10 grants for research and travel in the developing countries for tenure during 1973-74.

The grant

Costs covering travel and research in the field up to $1,500.

The candidate

The young Canadian academician working full-time at a university, for five years or less.
All applicants must hold Canadian citizenship or have a minimum of three years landed immigrants status.

Research areas

Any area of research dealing with international development, particularly in the areas of present concern to the Centre :
1 — Agriculture, Food and Nutrition Sciences,
2 — Population and Health Sciences,
3 — Information Sciences,
4 — Social Sciences and Human Resources.

Applications

The application forms may be obtained from the Centre Social Sciences and Human Resources Division,
International Development Research Centre,
P.O. Box 8500,
Ottawa, Ont., CANADA,
K1G 3H9

The International Development Research Centre was created by Act of the Canadian Parliament in 1970.

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers :

Mount Allison University (November 1970)

Simon Fraser University (May 1971)

(Under the third stage of censure imposed on these two universities, the CAUT warns its members not to accept employment with the censured university. Page 42, CAUT Handbook.)

Also censured are :

Université du Québec à Montréal (November 1970)

University of Victoria (May 1971)

UNIVERSITE D'OTTAWA. **La Faculté des Sciences Sociales** de l'Université d'Ottawa sollicite des candidatures au poste de Vice-Doyen à la recherche. Le Vice-Doyen à la recherche administre le programme de recherche de la Faculté, facilite l'accès aux organismes de financement et donne une direction au secteur de recherche d'une Faculté établie, comptant quelque 50 membres, 3 départements, chacun d'entre eux offrant un programme d'études graduées. La Faculté s'attend à ce que le titulaire rencontre les exigences suivantes : i) Un dossier de réalisation dans l'enseignement et la recherche ainsi qu'une expérience de l'administration universitaire et une bonne connaissance des exigences de la recherche interdisciplinaire; ii) Des qualités indiscutables de leadership; le Vice-Doyen étant principalement responsable des initiatives dans le domaine de la recherche de même que de la coordination de tous les programmes de recherche; iii) Une connaissance approfondie des organismes canadiens de financement de la recherche et du milieu (universitaire) canadien; iv) Une connaisasnce de l'anglais et du français. Le mandat est d'une période de trois ans et est susceptible de renouvellement. Prière de faire parvenir votre **curriculum vitæ** à : D[r] Denis Carrier, Doyen, Faculté des Sciences Sociales, Université d'Ottawa, Ottawa, Ontario.

UNIVERSITY OF OTTAWA. **The Faculty af Sacial Sciences** is presently seeking candidates for the position of Vice-Dean (Research). The Vice-Dean (Research) administers the Faculty's research program, facilitates access to outside funding, and provides effective leadership in the research sector for an established faculty of about 50 members in three departments, each of which offers a graduate program. The successful candidate will be expected to meet the following criteria : i) Strong academic record in teaching and research with some experience in academic administration and a good understanding of interdisciplinary research; ii) Demonstrated leadership skills — the Vice-Dean has primary responsibility for the initiation and supervision of all programs in the research sector; iii) A good knowledge of Canadian research funding bodies and the Canadian milieu; iv) A working knowledge of English and French. The length of tenure is three years and is renewable. Applications together with résumé should be addressed to : Dr. Denis Carrier, Dean, Faculty of Social Sciences, University of Ottawa, Ottawa, Ontario.

SAINT MARY'S UNIVERSITY. **Administration — Dean of the Faculty of Arts.** Qualifications : Ph.D., teaching and administrative experience. Nature of duties: Academic administrator of the Faculty of Arts, the largest Faculty within the University. Person to whom inquiries should be addressed: Dr. D. Hugh Gillis, Academic Vice-President, Saint Mary's University, Halifax, N.S. Effective date of appointment: July 1, 1973. Closing date for receipt of appointment: When position filled.

SAINT MARY'S UNIVERSITY. **Administration — Dean af the Faculty af Commerce.** Qualifications: Doctorate, teaching and administrative experience. Nature of duties : Academic administrator of the Faculty of Commerce which includes the Department of Economics; one of the largest undergraduate Commerce enrolments in Canada. Send inquiries to : Dr. D. Hugh Gillis, Academic Vice-President, Saint Mary's University, Halifax, N.S. Date of appointment : July 1, 1973. Closing date for receipt of applications : When position filled.

SAINT MARY'S UNIVERSITY. **Administratian af Cantinuing Education.** Qualifications : Graduate degree with professional training and experience in adult education. Nature of duties : Promote and administer existing degree and non-degree programs and provide leadership in developing new university-community programs. Salary offered : Determined by qualitications and experience. Inquiries to : Dr. D. Hugh Gillis, Academic Vice-President, Saint Mary's University, Halifax, N.S. Effective date of appointment : July 1, 1973. Closing date for receipt of applications : When position filled.

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS. **Director, Canadian Plains Area Centre.** Qualifications required : Ph.D. degree preferred, but administrative potential and interest in the development of interdisciplinary research programs embracing the Humanities, Fine Arts, Natural and Social Sciences, as related to the Canadian Plains, most important. The appointee will assume administrative responsibility for the development of a newly created and broadly based Canadian Plains Area Research Centre. Graduate student training is involved. A possibility exists for part-time academic appointment in primary field. Rank and salary commensurate with academic and administrative experience and training, but initial appointment probably at the equivalent of Associate Professor. Appointment to be effective as early as possible in 1973 but not later than July 1, 1973. Enquiries and applications should be directed to the Dean of Graduate Studies and Research, University of Saskatchewan, Regina Campus, Regina, Saskatchewan. **Curriculum vitæ** and names of three references should be included. Closing date for applications, January 15, 1973.

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. **Associate Dean af Arts and Science (Humanities).** The Dean of Arts and Science of the University af Saskatchewan, Regina Campus, wishes to hear from suitably qualified persons who may be interested in the above position which falls vacant on July 1, 1973. This officer acts under the general direction of the Dean as Head of the Division of the Humanities of the Faculty of Arts and Science. The Division comprises the Departments of English, French, Germanic and Slavic Studies and Philosophy and Classics. Duties will include recruitment, budgeting and academic programming. Some teaching will be required in one of the disciplines of the Division. The person sought must be convinced of the importance of the humanities and have an imaginative and constructive academic outlook as well as being a capable administrator in order to give leadership in all the activities of the Division. Ph.D. or scholarly or creative record essential. Salary and rank are negotiable. Present scale for Professors is $19,400 minimum and for Associate Professors $15,000 - $19,200. Applications and enquiries to be addressed to the Dean of Arts and Science, University of Saskatchewan, Regina Campus, Regina, Saskatchewan S4S 0A2. **Curriculum vitæ** and three references required. Closing date for receipt of applications is January 15, 1973.

YORK UNIVERSITY. **Directar — Program in Theatre, Faculty af Fine Arts.** York University's Faculty of Fine Arts is composed of degree programs in dance, film, music, theatre, and visual arts. At the moment, the Faculty has 1,185 major students in these programs. All programs provide activities in practical work as well as in theoretical and historical studies. The Program in Theatre has 262 majors this year and expects to have at least the same number in 1973-74; in addition, it provides instruction for students majoring in other faculties. Present faculty is the equivalent of eighteen full-time appointments. The Program is in its fourth year, and therefore capable of further developments in many directions. It is at present concentrated in three major areas : performance, production, and drama studies. The new Director will take up his duties as soon as possible in the spring of 1973. Salary and rank will be commensurate with the applicant's qualifications. Some administrative experience is necessary in view of the staff and budget to be directed, as well as a strong background in the theatre — not necessarily in universities. Send applications by 31 December 1972 to : Chairman, Search Committee, Program in Theatre, 210 Administrative Studies, York University, Downsview (Toronto), Ontario.

AGRICULTURE ECONOMICS

UNIVERSITY OF SASKATCHEWAN. **Department af Agricultural Economics.** Applications are invited for a position as Assistant Professor ($11,400 - $14,796), Associate Professor ($15,000 - $19,200), or full Professor ($19,000 and up) with training in agricultural or agri-business marketing, and hopefully with a specialty in livestock marketing. Duties will consist of teaching, research and extension. Salary will depend on training and experience, and the appointment is effective as soon as possible. A Ph.D. or near Ph.D. is preferred. Apply with full **curriculum vitæ** to Dr. P. J. Thair, Head, Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Sask.

ANTHROPOLOGY

SAINT MARY'S UNIVERSITY. **Department af Anthrapalagy.** Possible vacancy in the Department for a Lecturer or Assistant Professor with Ph.D. or near Ph.D.; undergraduate teaching, various

specialties considered. Date of appointment : September 1, 1973. Write G. B. Hallett, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia.

UNIVERSITY OF TORONTO. **Deportment of Anthropology.** One teaching position at associate or assistant level, Social and Cultural Anthropology. Ph.D. required. To teach at both graduate and undergraduate levels. Preference will be given to candidates with a Canadian area interest. Apply to D. R. Hughes, Chairman, Department of Anthropology, University of Toronto, Toronto 181. Please supply **curriculum vitæ** and names and addresses of two referees. Effective date of appointment : July 1, 1973. Applications close when position filled.

UNIVERSITY OF WINNIPEG. **Deportment of Anthropology.** One one-year sessional appointment in Cultural Anthropology will be made at a rank commensurate with the qualifications of the appointee. Ph.D. or equivalent required. Duties will involve undergraduate teaching in Introductory Anthropology and Cultural Theory. Area specializations should include Asia. Salary will depend upon qualifications and experience. This appointment will begin 1 September 1973. Applicants should write to Professor Jack Steinbring, Chairman, Department of Anthropology, University of Winnipeg, Winnipeg, Manitoba R3B 2E9.

ART HISTORY

QUEEN'S UNIVERSITY AT KINGSTON. **The Department of Art History** offers the following positions : 1. Anticipated sessional appointment September 1973. Lecturer/Assistant Professor rank. Applicants must be Ph.D. candidates in one of the following areas : Italian Renaissance, French 18th century, British 18th - early 19th centuries. Undergraduate teaching in the above areas. 2. Anticipated appointment September 1973. Lecturer/Assistant Professor rank, Ph.D. required. Undergraduate teaching, Italian Renaissance art history. 3. Art Conservation : Queen's University expects to establish a graduate programme leading to a Master of Art Conservation degree. It is proposed that the programme will have both treatment and research-oriented areas of specialization and will be of an interdisciplinary nature combining the staff and facilities of the University Art Centre and several departments. It is hoped that the programme will be approved to begin in the autumn of 1973 and if so two appointments will be open for that starting date for staff to teach in the programme and assist in its organization. Positions will be available in the following areas : 1) Conservation of Artifacts; 2) Conservation Research. Qualifications : 1) Appropriate University degree preferably at the graduate level. 2) Wide experience in the field of conservation of historic and artistic works. 3) Enthusiasms, dedication and the ability to communicate. Rank and Salary : These will be negotiable and will depend on qualifications and experience. Present salary minima : 1) Assistant Professor — $11,700; 2) Associate Professor — $15,300; 3) Full Professor — $19,450. Enquiries will be welcome. Written applications in all cases should be addressed to : Professor Gerald E. Finley, Head, Department of Art History, Queen's University, Kingston, Ontario, Canada. Closing date for applications : 30 April 1973.

BIOLOGY

DALHOUSIE UNIVERSITY. **Deportment of Biology.** Academic staff positions in the Department. Applications are invited for teaching posts available July 1st, 1973. Academic rank and salary depend on qualifications and experience. In addition to undergraduate and graduate level teaching, successful candidates will be expected to develop research in one of the following areas : molecular genetics; biochemical embryology; biophysics; comparative physiology; systems ecology; population ecology; marine biogeochemistry; evolutionary systematics. Outstanding candidates in other areas will be considered. The Department is now housed in a new building with excellent facilities including a sea water supply on all floors. Applications, giving the names of two referees, should be sent to Dr. K. H. Mann, Chairman, Department of Biology, Dalhousie University, Halifax, Nova Scotia, Canada.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Biology.** Applications are invited for appointment as Lecturer or Assistant Professor in the Department. The successful candidate will be required to teach courses in Plant Ecology and in Genetics and will also be expected to take part in teaching Introductory Biology courses under the control of the Junior Division. He will be expected to take up his duties on 1 January 1973. Memorial University of Newfoundland, St. John's, Newfoundland.

UNIVERSITY OF SASKATCHEWAN — SASKATOON CAMPUS. **Department of Biology.** The Department will appoint one, or two zoologists in the following fields : Developmental Biology, Comparative or Environmental Vertebrate Physiology, Molecular Biology. Positions may be filled at any academic rank. Effective July 1973. **Curriculum vitæ** should be sent before January 1 to Dr. J. M. Naylor, Department Head, University of Saskatchewan, Saskatoon, Sask.

UNIVERSITY OF WINNIPEG. **Deportment of Biology.** A one year sessional appointment at the Lecturer or Assistant Professor rank is available, with a possibility that it might be renewed for a second year. A Ph.D. or near Ph.D. is required. The successful candidate will be teaching Introductory Biology and undergraduate Genetics. Salary is dependent upon qualifications and experience. This appointment will begin 1 September 1973. Contact Professor J. C. Conroy, Chairman, Department of Biology, University of Winnipeg, Winnipeg R3B 2E9, Manitoba.

YORK UNIVERSITY. **Chairmon, Deportment of Biology.** Applications are invited for the position of Chairman of the Department of Biology, Faculty of Science, York University, the appointment to be effective July 1, 1973, when the present chairman will complete his term of office. The Department of Biology offers extensive study and research programs leading to both undergraduate and graduate degrees in biology. York's Faculty of Science is committed to interdisciplinary studies and the Department of Biology enjoys close cooperation with the (full and part-time) programs in physics, chemistry, and natural sciences. In 1971-72, the Department of Biology had 40 graduate students, an undergraduate course enrolment of 2,000, and a teaching staff of 23. Interested candidates are invited to send a **curriculum vitæ** and suggested referees to : Dean O. R. Lundell, Faculty of Science, Steacie Science Library, York University, 4700 Keele Street, Downsview, Ontario.

BUSINESS ADMINISTRATION

UNIVERSITY OF ALBERTA. **Foculty of Business Administrotion ond Commerce (seconded to the University of Noirobi, Kenyo).** Teaching positions at the visiting assistant, associate and full professor ranks in the policy, quantitative methods, organizational theory and marketing areas are available. Ph.D. and Canadian citizenship are required. There is also a limited number of positions available for interested people on **sobbotical leove.** Please forward a letter of application and **curriculum vitæ** to D. A. McGeachy, Project Co-ordinator, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta.

McMASTER UNIVERSITY. **Deon of the Faculty of Business.** Candidates should have a strong academic record in teaching and research with Ph.D. or equivalent; preferably some experience in academic administration, or strong background in business or government. The appointee should have the ability to provide effective and imaginative leadership in a faculty which includes undergraduate four-year commerce program, MBA program for both full-time and part-time students, and proposals for doctoral and executive development programs. Faculty consists of about 30 members and 1,100 students. Appointment to take effect July 1, 1973. Applications should be submitted, AS SOON AS POSSIBLE, to Vice-President, Arts : McMaster University, Hamilton, Ontario.

CHEMISTRY

UNIVERSITY OF GUELPH. **Department of Chemistry.** Applications are invited for one or two faculty positions in the areas of biochemistry or bio-organic chemistry. Salary and rank will depend on qualifications and experience. Candidates must have a Ph.D. degree in chemistry or biochemistry plus at least one year of postdoctoral experience, with a strong chemical background and orien-

(Cont'd. on p. 8)

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS — L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

REPORT AND FINANCIAL STATEMENTS

JUNE 30, 1972

AUDITORS' REPORT

To the Members
Canadian Association of University Teachers —
L'Association Canadienne des Professeurs d'Université

We have examined the balance sheet of Canadian Association of University Teachers — l'Association Canadienne des Professeurs d'Université as at June 30, 1972, and the statements of revenue and expense and members' equity for the year then ended. Our examination included a general review of accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Association as at June 30, 1972, and the results of its operations for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Ottawa, Ontario — TOUCHE ROSS & CO.

September 13, 1972 — Chartered Accountants

(Incorporated under Part II of the Canada Corporations Act)

BALANCE SHEET AS AT JUNE 30, 1972

ASSETS

Current Assets		
Cash		$ 18,651
Deposit receipts		20,000
Fees receivable		48,087
Other receivables		1,169
Prepaid expense		2,900
		90,807
Investments — bonds at cost (market value $31,177)		38,000
Furniture and equipment		
Cost	$29,007	
Less : Accumulated depreciation	17,398	11,609
Leasehold improvements at cost less amortization to date		3,488
		143,904

LIABILITIES AND MEMBERS' EQUITY

Current Liabilities	
Accounts payable and accrued liabilities	$ 13,421
Allowance for Terminal Leave	32,000
	45,421
Members' Equity	98,483
	$143,904

STATEMENT OF REVENUE AND EXPENSE FOR THE YEAR ENDED JUNE 30, 1972

Revenue		
Membership fees (net of provincial rebates)		$345,401
Interest		2,315
Other		8,075
		355,791
Expense		
Salaries		147,904
Academic Freedom and Tenure Committee		11,587
Board meeting		4,083
Council meetings		20,005
Central office travel, telephone and telex		11,950
Depreciation and amortization		3,400
Occupancy		15,936
Office supplies and postage		17,435
Economic Benefits Committee		1,635
Executive Committee		11,310
Other committees		11,100
Publications		64,968
Translation		3,545
Allowance for terminal leave		10,000
Miscellaneous		2,977
Bad debts		2,373
		340,208
Net income before extraordinary item		15,583
Extraordinary item (Note 2) :		
Proceeds from fidelity bond	$10,000	
Less : loss from defalcation — current year	4,797	5,203
Net income for the year		$20,786

STATEMENT OF MEMBERS' EQUITY AS AT JUNE 30, 1972

Reserve for Academic Freedom Defense Fund		
Balance, beginning of year		$16,500
Disbursement		253
		16,247
Allocation from surplus		253
Balance, end of year		16,500
Surplus		
Balance, beginning of year		61,450
Net income for the year	$20,786	
Less : Allocation to reserve for Academic Freedom and Defense Fund	253	20,533
Balance, end of year		81,983
Members'equity, June 30, 1972		$98,483

NOTES TO FINANCIAL STATEMENTS AS AT JUNE 30, 1972

1. *During the year the Association made a change in the method of classifying expenses. Comparative figures have not been disclosed because they would not be meaningful.*
2. *The extraordinary item consists of the excess of proceeds from a fidelity bond for defalcation losses in preceding years over the remainder of the loss from defalcation during the current year.*

(Cont'd from p. 5)

tation. Duties include teaching, supervision of graduate students and independent research. Applicants should provide a full **curriculum vitæ,** transcripts of academic record, a brief description of research interests and a research proposal, and the names of three referees to A. K. Colter, Chairman, Department of Chemistry, University of Guelph, Guelph, Ontario, Canada.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Deportment of Chemistry.** Postdoctoral fellow required immediately to work in the area of ESR spectroscopy of inorgonic complexes. Send résumé to: Dr. N. J. Gogan, Dept. of Chemistry, Memorial University, St. John's, Newfoundland, Canado.

COMPUTER SCIENCE

UNIVERSITY OF ALBERTA. **Deportment of Computing Science.** Applications are invited for several positions involving Research and Graduate and Undergraduate Teaching appointments effective July 1, 1973. Subject to the usual budgetary uncertainties, the Department may be in a position to fill several vacancies. Salary and rank based on qualifications and experience. We invite applications in all areas of Computing Science but are particularly interested in the areas of Computational Complexity, Computer Architecture, Graphics, Information Storage and Retrieval, and Operating Systems. Interested persons are requested to submit a **Curriculum Vitæ** and the names of references to: A. Wouk, Chairman, Department of Computing Science, University of Alberta, Edmonton, Alberta, Conada T6G 2E1.

SIR GEORGE WILLIAMS UNIVERSITY. **Deportment of Computer Science.** Applications are invited for faculty positions in the recently formed Department of Computer Science. Duties include teaching and research. One position requires a knowledge of business applications; one requires specialization in programming languages or compilers; appointments to positions requiring other backgrounds will also be considered. Applicants must have the doctorate or proven equivalent research experience. Rank and salary dependent on experience in teaching and research. Appointments to be effective subsequent to July 1, 1973. Applications, with **curriculum vitæ,** should be directed to Professor H. S. Heaps, Chairman, Department of Computer Science, Sir George Williams University, Montreal 107, Quebec.

DRAMA

UNIVERSITY OF GUELPH. **Division of Dromo — Department of English.** The Division of Drama wishes to appoint, at the level of Lecturer or Assistant Professor, a specialist in acting, preferably with a background in professional theatre, to teach introductory and, on occasion, more advanced courses in acting; classes in play production, and to direct. Salary minima for 1972-73 were $9,850 for Lecturer and $11,900 for Assistant Professor. The appointment will commence September 1, 1973, and the deadline for applications is February 1, 1973; these should be addressed to Dr. Michael R. Booth, Director of Drama, University of Guelph, Guelph, Ontario.

EDUCATION

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. A new term of office for Chairman of each of the following three departments will begin July 1, 1973: **Deportment of Curriculum, Deportment of Educotionol Plonning, Deportment of Applied Psychology.** Applications are invited. Affiliated with the University of Toronto, OISE conducts research, development, field services and progroms of graduate studies in 10 deportments leading to Ph.D., Ed.D., M.A. and M.Ed. degrees. **Deportment of Curriculum** comprises 13 full-time faculty, 5 cross-appointments, 15 research and development staff, 15 general support staff and 665 full and part-time students. **Deportment of Educotionol Plonning** comprises 12 full-time faculty, 6 cross-appointments, 18 research and development staff, 8 general support staff and 60 full and part-time students. **Deportment of Applied Psychology** comprises 22 full-time faculty, 24 research and development staff, 10 general support staff and 315 full and part-time students. Enquiries should be addressed to Dr. Alan F. Brown, Office of Academic Services, OISE, 252 Bloor Street West, Toronto 181, Ontario, Canada.

ECONOMICS

UNIVERSITY OF GUELPH, COLLEGE OF SOCIAL SCIENCE. **Deportment of Economics.** Two vacancies to be filled for the academic year 1973-74. Qualifications required a Ph.D. in Economics and preferably teaching and research experience. Rank and salary determined subject of qualifications. Duties primarily teaching and research. Department has an active undergraduate programme and a small but growing M.A. programme. Fields of specialization; Industrial and Market Organization; Monetary Theory and International Finance; Mathematical Economics; but persons with other interests will also be considered. Applications to be sent to: Dr. J. Vanderkamp, Chairman, Department of Economics, College of Social Science, University of Guelph, Guelph, Ontario N1G 2W1.

ENGINEERING

UNIVERSITY OF GUELPH. **School of Engineering.** The School is prepared to moke two appointments at the Assistant or Associate Professor level. One position is in teaching solid mechanics and engineering design with preference given to candidates with a research interest in biomechanics. The other position will be in undergraduate and graduate teaching of fluid mechanics and engineering design. Research interests in low speed aerodynamics or water resources should complement the teaching interest. Candidates should have a Ph.D. degree and have some experience in engineering design. Interested applicants should submit a résumé and the names of three referees to H. D. Ayers, Director, School of Engineering, University of Guelph, Guelph, Ontario.

ENGLISH

UNIVERSITY OF SASKATCHEWAN, SASKATOON. **Deportment of English.** Applications are invited for vacancies, efective July 1, 1973, from specialists in Anglo-Saxon, Canadian Literature, Commonwealth Literature, or Shakespeare. Rank and salary open. J. K. Johnstone, Chairman, Department of English, University of Saskatchewan, Saskatoon, Sask.

ENVIRONMENTAL STUDIES

UNIVERSITY OF WATERLOO. **Deportment of Mon-Environment Studies.** Applications are invited for possible position(s) for undergraduate teaching in environmental studies. This program has a porticular interest in innovative approaches to undergraduate education. Applicants should have graduate or professional training or equivalent experience, preferably with a multi-disciplinary orientation, in subjects of demonstrable relevance to environmental studies. Background in the natural or applied sciences and/or systems analysis would be of particular interest. Canadian experience highly desirable. Rank and salary open to negotiation. Enquiries and applications should be addressed to Professor S. C. Lerner, Department of Man-Environment Studies, University of Waterloo, Waterloo, Ontorio, by January 15, 1973.

FINE ARTS

UNIVERSITY OF WINDSOR. **Fine Arts Deportment.** Applications are invited for a teaching position at the rank of Lecturer. M.A. with a specialization in High Renaissance, Baroque and Rococo Art along with a general knowledge of the survey of art material from the prehistoric through the modern period. Duties are to develop and teach these various areas along with building up library and slide library collections. Position available September 1, 1973. Salary $9,450 base (commensurate with experience and qualifications). Closing date for applications January 15, 1973. Please direct applications to Professor Michael J. Farrell, Assistant Professor, Fine Arts Department, University of Windsor, Windsor, Ontario.

FRENCH

DALHOUSIE UNIVERSITY. **Deportment of French — Choirmon.** Applications are invited for the position of Chairman. The appointee is expected to have had administrative experience and a record of extensive scholarly activity. The Chairman is responsible for the general administration of the Department. The salary is negotiable depending upon qualifications. If the appointment is at the Associate Professor level the salary will be not less than $15,000 and if at the Full Professor level not less than $19,000.

The appointment will be effective July 1, 1973. Enquiries and applications should be addressed to : The Dean, Faculty of Arts and Science, Dalhousie University, Halifax, Nova Scotia.

GEOGRAPHY

SAINT MARY'S UNIVERSITY. **Department of Geogrophy.** 1. Title of Position : Academic rank determined by qualifications. 2. Qualifications : Ph.D., urban geographer with background in spatial analysis and factorial ecology. 3. Nature of duties : Initiate program of studies leading to development af Department of Geography. Send inquiries to : Dr. D. Hugh Gillis, Academic Vice-President, Saint Mary's University. Date of appointment is September 1, 1973.

HISTORY

UNIVERSITY OF LETHBRIDGE. **Department of History.** A senior appointment will be made, effective January 1st or July 1st in British history. Consideration will also be given to the candidate's secondary field. Salary scale : Associate Professor $15,365 x 750 — $20,616 : Full Professor $20,616 x 880 — open. Applications, accompanied by **curriculum vitæ** and three references should be directed to G. E. Orchard, Acting Chairman, Department of History, University of Lethbridge, Lethbridge, Alberta T1K 3M4.

UNIVERSITY OF WESTERN ONTARIO. **Deportment of History.** One year academic appointments for 1973-74 in Department of History. All ranks. Modern British, Canadian, Military and one open appointment in any field. Salaries competitive. Write C. A. Ruud, Chairman, by January 15, 1973, University af Western Ontario, London, Ontario, Canada.

UNIVERSITY OF WINNIPEG. **Deportment of History.** Two or three one-year sessional appointments at a rank commensurate with qualifications will be made. Ph.D. preferred. One appointment will be in the area of History of Science and Technology, one for a specialist in United States History with emphasis on Modern American History and U.S. Diplomatic, Social and Intellectual History. One appointment for a Canadian Historian, with specializations in the pre-Confederation period, is likely. Salary is commensurate with rank and experience. These appointments will begin 1 September 1973. Write Dr. H. V. Rutherford, Chairman, Department of History, University of Winnipeg, Winnipeg, Manitoba R3B 2E9.

HOUSEHOLD ECONOMICS

UNIVERSITY OF ALBERTA. **School of Household Economics — Division of Family Studies.** A position may be available on July 1, 1973 for teaching and research in the area of family studies. It will be filled at the Assistant or Associate Professor level, depending on education and experience af the applicant. Responsibilities will include teaching undergraduate courses, supervising graduate students and carrying out research in the family area. Qualifications : Ph.D. is preferred with some experience in teaching and research. Salary : Salary is dependent on education and experience with the following minimum annual rates : Assistant Professor — $11,855; Associate Professar — $15,585. Program : The Divisian of Family Studies is in the third year af a new undergraduate program. Graduate work at the Master's level is available. General Information : The University af Alberta, Edmonton has an enrollment of 18,202 students, 2,000 of which are post-graduate students. Enrollment in the School of Household Economics is 310 this year. The School has a staff of 24, 21 of which are full-time staff members. Interested applicants please submit — letter of application; names of three persans who would provide references; transcript of record; **curriculum vitæ,** to : Dr. Dianne K. Kieren, Chairman, Division of Family Studies, School of Household Economics, University of Alberta, Edmonton, Alberta, Canada. Clasing date is Feb. 1, 1973.

LANGUAGES

UNIVERSITY OF GUELPH. **Choirmon, Deportment of Longuoges.** The position will be at the rank of Associate or Full Professor. The Department offers courses of instruction in Greek, Latin, French, Spanish, Italian, German, Russian, Chinese, and Linguistics. Quailfications : Ph.D. or equivalent, with teaching and administrative experience. Salary to be negotiated. Appointment to take effect 1 July 1973 or as soon as possible thereafter. Send **curriculum vitæ** and names of referees to Dr. M. H. M. MacKinnon, Dean of Arts, University of Guelph, Guelph, Ontario.

SAINT MARY'S UNIVERSITY. **Deportment of Modern Longuoges.** Lecturer or Assistant Professor; Ph.D. or near Ph.D.; undergraduate teaching. Date of appointment — September 1, 1973. Write G. B. Hallett, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia.

LIBRARIAN

UNIVERSITY OF GUELPH. **Librorion.** Applications are invited for the position af Catalogue Librarian, to do original cataloguing and related tasks. Candidate should be a graduate of an accredited library school. Salary by negotiation, according to qualifications and experience. Appointment should be effective January 2nd, 1973, or earlier. Please refer to this advertisement in your application. Applications should be addressed to : Miss M. D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario.

MATHEMATICS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Deportment of Mothematics.** (1) Senior appointment in Computer Science (Professor or Associate Professor) to help establish proposed undergraduate major. Appointment effective September 1, 1973 or July 1, 1973. Applications should be received by January 15, 1973 or soon thereafter. Present salary floors — Professor $19,100; Associate Professor $14,900. (2) Senior appointment in Mathematical Statistics (with interest in applications) to help extend present range of courses. Appointment effective September 1, 1973 or July 1, 1973. Applications should be received by January 15, 1973 or soon thereafter. Present salary floors — Professor $19,100; Associate Professor $14,900. (3) Lecturer in Computer Science with at least a Master's Degree in the subject and/or teaching experience. Appointment effective September 1, 1973 or July 1, 1973. Applications should be received by January 15, 1973 or soon thereafter. Present salary floor — Lecturer $8,550. Memorial University, St. John's, Newfoundland.

UNIVERSITY OF PRINCE EDWARD ISLAND. **Deportment of Mothemotics.** Applications are invited for a two year term contract as Assistant Professor, beginning July 1, 1973. The requirements are a Ph.D. and exceptional teaching ability at the undergraduate level. Applications, with full **curriculum vitæ,** giving the names of three reference sources, should be sent to : Professor J. Ivan Dowling, Chairman, Mathematics Department, University of Prince Edward Island, Charlottetown, P.E.I.

SAINT MARY'S UNIVERSITY. **Deportment of Mothematics.** Possible vacancy for a Lecturer or Assistant Professor; Ph.D. or near Ph.D.; undergraduate teaching. Date of appointment : September 1, 1973. Write G. B. Hallett, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia.

MEDICINE

UNIVERSITY OF MANITOBA. **Medicine — Deportment of Pothology.** Applications are invited for the position af Assistant or Associate Professor in the Department of Pathology. Qualifications : Ph.D. with research experience in cellular pathobiology and ability to contribute to basic science education of medical students. Position available January 1st, 1973; salary and rank commensurate with experience. Enquiries and applications with **curriculum vitæ** addressed to Head, Department of Pathology, Faculty of Medicine, Winnipeg 3, Manitoba.

MUSIC

DALHOUSIE UNIVERSITY. **Deportment of Music.** A Chairman for the Department. Dalhousie University seeks to strengthen its program in music and music education and will appoint a new Chairman of the Department effective July 1, 1973. The new Chairman is expected to be an accomplished musician capable of developing a first class program in music education and inspiring students to meet performance standards of a high order. The Department which currently consists of 12 full-time and 12 part-time faculty members offers programs leading to the degrees of Bachelor of Music Education, Bachelor of Arts General and Bachelor of Arts with honours in music. The Department occupies splendid new facilities designed specifically for the performing arts with faculty offices, numerous practice rooms of various sizes, small auditoria and a 1200-seat concert hall. The musical life of the city includes a lively public school program in instrumental/Classroom music and a first-class professional symphony orchestra. Salary is negotiable and will be competitive with those offered elsewhere. Further information is available on request and inquiries should be sent to : The Dean, Faculty of Arts and Science, Dalhousie University, Halifax, Nova Scotia.

NUTRITION

UNIVERSITY OF GUELPH. **Deportment of Nutrition.** Assistant professor in nutrition. Ph.D. required, interest in ruminant nutrition or nutritional biochemistry desirable. Duties include teaching of nutrition and biology at undergraduate level, and direction of graduate students at M.Sc. and Ph.D. levels. Personal research encouraged. Salary minimum $11,900. Appointment effective May 1, 1973. Apply to Dr. J. C. Alexander, Acting Chairman, Department of Nutrition, University of Guelph, Guelph, Ontario N1G 2W1.

PHYSICS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Physics — Geaphysicist.** Applications are invited for a faculty appointment in solid-Earth geophysics, effective September 1, 1973, rank and salary to be negotiable and commensurate with the qualifications of the appointee. A Ph.D. in geophysics, with a strong physics background, or in physics, with geophysical research experience (preferably but not necessarily in an academic setting), is required. Preference will be given to applicants who will complement and extend the Department's present research capabilities (rock — and palæomagnetism, magnetotellurics, gravity, theoretical global Earth and planetary physics) and particularly to those interested in initiating or collaborating in a field seismological research programme, initially on land, later to be extended offshore. The appointment will include teaching duties at the graduate and undergraduate level. The Department offers programmes leading to the M.Sc. and Ph.D. degrees. Applications, including **curriculum vitæ** and the names of three referees, should be addressed to Professor S. W. Breckon, Head, Department of Physics, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

POLITICAL SCIENCE

UNIVERSITY OF ALBERTA. **Department of Politicol Science.** Depending upon budgetary circumstances the Department may be in a position to fill one or more vacancies beginning July 1, 1973. These positions will probably be at the rank of Assistant Professor. Preference for one of the positions will be given to an individual with a demonstrated interest in Canadian politics. The Department reserves the right to make no appointment or to go beyond the list of applicants. Those interested should write to the Chairman, Department of Political Science, University of Alberta, Edmonton, Alta.

SAINT MARY'S UNIVERSITY. **Department of Political Science.** Possible opening for a Lecturer or Assistant Professor; Ph.D. or near Ph.D.; undergraduate teaching. Date of appointment : September 1, 1973. Write G. B. Hallett, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia.

UNIVERSITY OF WINNIPEG. **Department of Political Science.** An appointment at a rank commensurate with qualifications will be made to an individual with Ph.D. in hand or near completion and with specialization in Public Administration. Teaching experience and experience in field projects with government agencies is preferred. Duties emphasize undergraduate teaching in the area of Public Administration. Salary will be dependent upon qualifications and experience. This appointment will begin 1 September 1973. Applicants should write to Professor R. S. Veatch, Chairman, Department of Political Science, University of Winnipeg, Winnipeg, Manitoba R3B 2E9.

PSYCHOLOGY

UNIVERSITY OF BRITISH COLUMBIA. **Division of Psychology, Deportment of Psychiotry.** Two positions for senior psychologists with substantial experience in medical and psychiatric settings. Participate in medical student, resident, and post-graduate training. Associate or full professor rank. Salary will be open to negotiation. Applications should be sent to Dr. H. Klonoff, Professor, Department of Psychiatry, Head, Division of Psychology, Health Sciences Centre Hospital, University of British Columbia, Vancouver 8, B.C.

UNIVERSITY OF MANITOBA. **Department of Educational Psychology.** Applications are invited for a position as Assistant Professor in the field of special education. Applicants should hold a doctoral degree or be nearing the completion of degree requirements. Teaching and/or clinical experience is desirable. Duties will include teaching, the supervision of practica at the graduate and undergraduate levels, and the direction and supervision of graduate students in the field of special education. Applications and inquiries should be directed to Dr. L. D. Baker, Head, Department of Educational Psychology, University of Manitoba, Winnipeg, Manitoba R3T 2N2. The appointment will be effective September 1, 1973 and applications will be received until March 15, 1973, or until the position is filled.

UNIVERSITY OF SASKATCHEWAN. **Department of Psychology.** One, possibly two openings for Clinical Psychologists at the Assistant or Associate Professor level. Specialization in community or child psychology preferred. Ph.D. and completed internship required. Salary is negotiable. The candidate would be expected to contribute to the graduate program in Professional Psychology, become involved in community service, and do some undergraduate teaching. Start in January, 1973, or July, 1973. Send **curriculum vitæ** and names of referees to Dr. David Scott, Chairman, Recruitment Committee, Department of Psychology, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

SCIENCES HUMAINES

UNIVERSITE DU QUEBEC A CHICOUTIMI. **Déportement des Sciences humaines.**

Un poste est ouvert pour un chargé de cours à l'UQAC. Le candidat devra être détenteur d'un PhD d'expression anglaise ou équivalent; enseignement au Niveau du 1er cycle et collaborateur à la préparation d'un programme d'anglais. La connaissance de la phonétique anglaise ainsi que l'histoire de la langue et philologie est désirable. Le traitement, selon l'échelle convenue par la Convention collective de l'UQAC. La nomination entre en vigueur dès l'acceptation de la candidature. Toute application devra être adressée à M. Jean-Paul Vincent, directeur du Département des Sciences humaines, avant le 20 décembre 1972.

SOCIAL SCIENCES

SCARBOROUGH COLLEGE — UNIVERSITY OF TORONTO. **Division of Sociol Sciences — Economics.** Applications are invited for possible openings at Junior and/or Senior levels in : Economics. Applicants who are graduates of a school of business are particularly sought. Specialist in Canadian Economic History also an asset. Please send **Curriculum Vitæ** indicating areas of special interest to : Office of the Chairman, Division of Social Sciences, Scarborough College, 1265 Military Trail, West Hill, Ontario. Closing date for applications January 15, 1973.

SOCIOLOGY

LAURENTIAN UNIVERSITY. **Department of Sociology.** The Department requires three professors for possible positions at the associate, assistant or lecturer level. Ph.D. or near Ph.D. Preference to bilingual candidates. Areas, mainly introduc-

tory sociology, methodology and criminology. Teaching load 7½ hours per week, including the possibility of one off-campus course. Salary according to experience. Should be interested in research in local area. Apply to Guy A. Bernard, Chairman, Sociology Department, Laurentian University, Sudbury, Ontario.

UNIVERSITE LAURENTIENNE. **Le département de sociologie** cherche trois professeurs pour les positions possibles aux rangs d'agrégé, d'adjoint ou de chargé de cours. Ph.D. ou scolarité; préférence aux candidats bilingues. Domaines, surtout initiation à la sociologie, méthodologie et criminologie. Charge d'enseignement 7h ½ par semaine y compris un cours éventuel hors de campus; salaire suivant l'expérience. Intérêt dans la recherche régionale. Candidatures : Guy A. Bernard, Directeur, département de sociologie, Université Laurentienne, Sudbury, Ontario.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Deportment of Sociology & Anthropology.** Position : Professor and Chairman of Sociology. Qualifications : Established scholar and teacher, preferably with administrative experience. Applications should be addressed to the Dean of Arts, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. Effective date of appointment : 1 September 1973 or by arrangement. Closing date for receipt of applications : When position is filled.

ST. FRANCIS XAVIER UNIVERSITY. **Deportment of Sociology & Anthropology.** Applications will be considered for a position in sociology for September 1973. Assistant or Associate. Ph.D. required. 3 course load. Teaching areas include introductory, urban sociology, deviance, stratifications, and theory. Enquiries and applications should be sent to Dr. Winston Jackson, Chairman, Department of Sociology and Anthropology, St. Francis Xavier University, Antigonish, Nova Scotia.

SAINT MARY'S UNIVERSITY. **Deportment of Sociology.** Possible vacancy for Lecturer or Assistant Professor; Ph.D. or near Ph.D.; undergraduate teaching, various specialties considered. Date of appointment : September 1, 1973. Write G. B. Hallett, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia.

UNIVERSITY OF WINNIPEG. **Deportment of Sociology.** A position is available for an Assistant to Full Professor, depending upon qualifications. Ph.D. required. All areas of specialization will be considered but candidates with specializations in the following areas will be preferred : Theory, Methods, Urban Sociology. Salary will be commensurate with qualifications and experience. This appointment will begin 1 September 1973. Contact Dr. John R. Hofley, Chairman, Department of Sociology, University of Winnipeg, Winnipeg R3B 2E9, Manitoba.

SOCIAL WORK

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Sociol Work.** Position : Assistant or Associate Professor. Qualifications : M.S.W. and appropriate experience. Duties : Undergraduate Teaching and Field Practice Supervision. Applications should be addressed to the Acting Head, Department of Social Work, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. Effective dote of appointment : 1 September 1973. Closing date for receipt of applications : When position is filled.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Deportment of Sociol Work.** Position : Professor and Head of the Department of Social Work. Qualifications : Doctoral or Master's degree in Social Work plus substantial academic and professional experience. Duties : Administration, teaching, programme development, research. Salary : Negotiable and competitive. Applications should be addressed to The Dean of Arts, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. Effective date of appointment : 1 September 1973 or earlier.

SPANISH

DALHOUSIE UNIVERSITY. **Deportment of Sponish — Choirmon.** Applications are invited for the position of Chairman, Department of Spanish. The appointee is expected to have had administrative experience and a record of extensive scholarly activity. The Chairman is responsible for the general administration of the Department. The salary is negotiable depending upon qualifications. If the appointment is at the Associate Professor level the salary will be not less than $15,000 and if at the Full Professor level not less than $19,000. The appointment will be effective July 1, 1973. Enquiries and applications should be addressed to : The Dean, Faculty of Arts and Science, Dalhousie University, Halifax, Nova Scotia.

VETERINARY MEDICINE

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. **Deportment of Clinical Studies.** A junior position of Resident within the Veterinary Teaching Hospital is available in the Department of Clinical Studies. The Resident would take up duties in the area of Large Animal Medicine, which includes the in-clinic and Farm Service. His primary functions would be to oversee the Interns and to participate in teaching Large Animal Medicine at the undergraduate and graduate level. The position will be available from January 1, 1973 to terminate no later than December 31, 1974. An advanced degree or diploma in medicine and teaching experience would be valuable. The applicant must be licenced to practice Veterinary Medicine in the Province of Ontario. Enquiries regarding the position can be made to : Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF GUELPH, ONTARIO VETERINARY COLLEGE. **Chairman, Deportment of Clinicol Studies.** The position of Chairman of the Department of Clinical Studies at the Ontario Veterinary College becomes vacant on August 31, 1973. The successful candidate will be a veterinarian eligible for licence in the Province of Ontario, will have achieved international recognition in a particular area of veterinary medicine, will be of proven scholarship, and able to give leadership to a dynamic department. Administrative ability and experience will be clearly an advantage. Inquiries and applications should be addressed to : Dr. D. G. Howell, Dean, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1. The closing date for final application is March 31, 1973.

VETERINARY SCIENCE

UNIVERSITY OF GUELPH. **Deportment of Veterinory Microbiology ond Immunology.** Immunologist — Medical. The Department requires an Immunologist for research and teaching in immunology at the Ontario Veterinary College at the rank of Assistant Professor, DVM (preferred) and Ph.D. Salary negotiable according to qualifications and experience. Position available January 1, 1973. Inquiries should be directed to : Dr. D. A. Barnum, Chairman, Department of Veterinary Microbiology and Immunology, University of Guelph, Guelph, Ontario.

AVAILABILITIES

CINEMA

Film Criticism/History, Eng. Lit. Ph.D., Canadian, 30 years of age, associate professor, 7 years' undergraduate teaching experience, some administrative, seeks Film or Film-English post. Box 73.

DROIT

DROIT. Licence en Droit (Grèce), D.E.S. en Droit Public et doctorat d'état (France) — 33 ans — publications. Case 75.

FINE ARTS

Art & Design. Senior Lecturer, 19 years' teaching and lecturing experience. College of Education Tutor in painting, Art History and Environmental Studies. Fluent French. Wishes to emigrate to Quebec, Ontario areas. Available for interview in in Canada Spring 1973. Box 74.

NATIVE STUDIES — HISTORY

Notive Studies ond/or History. Teaching position sought. Experienced in developing native studies courses. Descent, background and education valuable in position sought. University teaching experience. Perfectly bilingual. **Curriculum vitæ** available on request. Available September 1973 or would consider spring or summer session. Box 76.

Fellowship Helps Student

The J. H. Stewart Reid Memorial Fellowship, established by CAUT in honour of the first Executive Secretary of the Association, has helped another student to further her studies.

Janette M. Harris, the winner of the 1971-1972 Fellowship, has successfully concluded her studies at the University of Toronto, and will begin work on her Ph.D. at King's College, University of London.

While at Toronto, her subject of study was English literature of the Victorian period culminating in her thesis on Tennyson ("The Framework and the Chord": The Lyrics behind ***The Princess, Maud,*** and ***Idylls of the King***)

Compton-Lamb Memorial Fund

Sir George Williams University suffered the loss of two distinguished and brilliant academics, Professors Neil Compton and Sidney Lamb who passed away last July, and who through their scholarship have contributed enormously to their Department, the University and to the Canadian cultural scene.

A fund campaign has been created to establish a suitable academic memorial honouring the two late professors. Contributions, accompanied by a return address for income tax purposes, should be sent to :

The Compton/Lomb Memorial Fund
c/o Mr. Brian Selwood, Development Officer
Sir George William University
1455 de Maisonneuve Blvd.
Montreal, Quebec

YORK UNIVERSITY

Director for The Institute for Behavioural Research at York University

Effective Date : July 1, 1973.

Description : Reports to Vice-President of York University and is assisted by the directors of the Institute, by the Academic Advisory Council of the University, and by the National Advisory Committee. Co-ordinates research programmes and the varied Institute activities. Maintains international contact with research organizations on the academic and government level. Responsible for maintaining financial support on a continuing basis for the Institute.

Quolificotions : Preferably a doctoral degree or equivalent in one of the social or behavioural sciences. Experience in and knowledge of current research in behavioural and social sciences a necessity. Familiarity with both official languages an asset. Will be expected to hold a senior appointment in one of the teaching departments of the University.

Applications or inquiries should be forwarded to :

Professor, C. Michael Lanphier,
Chairman, Search Committee for Director,
Institute for Behavioural Research,
York University,
Downsview 463, Ontario.

CENTRE DE RECHERCHES POUR LE DÉVELOPPEMENT INTERNATIONAL

BOURSES DE VOYAGE ET DE RECHERCHE EN DEVELOPPEMENT INTERNATIONAL

Le Centre de recherches pour le développement international offre, en 1973-74, 10 bourses de voyage et de recherche dans les pays en voie de développement.

La bourse

Frais de voyage et de recherche sur le terrain jusqu'à $1,500.

Le candidat

Jeune universitaire canadien travaillant à plein temps dans une université depuis cinq ans ou moins.
Citoyen canadien ou immigrant reçu ayant trois années de résidence au Canada.

Les domaines de recherche

Tout domaine relié au développement international et plus spécialement les champs d'intérêt actuels du Centre :
1 — agriculture et nutrition,
2 — sciences de la santé et de la population,
3 — sciences de l'information,
4 — sciences sociales et ressources humaines.

La demande

On peut se procurer une formule de demande de bourse en s'adressant directement au Centre :
Division des sciences sociales et ressources humaines
Centre de recherches pour le développement international
Casier postal 8500
Ottawa, Ont., Canada
K1G 3H9

Le Centre de Recherches pour le Développement International a été créé en 1970 par une loi du Parlement canadien.

(Cont'd from page 17)

recognized that academic neglect may be difficult to establish in many cases and an arbitration committee considering such a criterion would have to consist of professors in the discipline in question from another university.

C3 Physical or emotional inability to carry out reasonable duties ought to be treated separately from dismissal cases. A person so afflicted should probably be granted leave in some form.

C4 When the President of the university and the Dean of the faculty concerned are satisfied that there is adequate cause to justify their recommending that a faculty member should be dismissed, the President and Dean should forthwith notify the member that they intend so to recommend, and they should invite the member to meet with them in the presence of his department Head, if there is one, and a disinterested professor having tenure who is acceptable to the Dean and the member. In this and all further proceedings, the member should be permitted to bring and be assisted by an adviser of his choice.

*C5 If the attempt to settle the matter fails, the University shall inform the member in writing of the charges against him in sufficient detail to enable him to prepare his defense.

*C6 (a) Within 14 days of the receipt by the member of written charges as provided in C5 above, the University and the member shall meet to name jointly an arbitration committee.

(b) The arbitration committee shall consist of three professors from outside the university who are acceptable to the University and the member.

(c) If the University and the member are unable to constitute an arbitration committee within 21 days from the meeting in C6(a) above, recourse shall be had to the procedure outlined in C7 below.

*C7 A person of unquestioned integrity and independence from outside the university shall be appointed jointly by the University and the faculty association, whose function shall be to name at the earliest possible moment the arbitration committee in cases where the representative of the University and the faculty member are unable to agree on one. Such person shall be appointed within 30 days of the adoption of these regulations, or of the resignation of the person previously appointed.

*C8 (a) The arbitration committee shall convene within 21 days of being constituted, and shall attempt to conclude their proceedings and render their decision as expeditiously as possible.

(b) The arbitration committee shall have the right to establish its own procedures, and to require each party to make full disclosure of evidence which the committee deems relevant, having due regard to basic fairness. On any event, it shall

(i) notify all persons concerned of the time and place at which they intend to hear the parties,

(ii) afford both parties the right to appear in person with or without counsel or other advisers, and to examine and cross-examine witnesses.

(iii) hold its hearings *in camera* unless both parties agree in writing that they shall be open, and instruct all persons appearing before the committee *in camera* to treat all evidence and proceedings as confidential,

(iv) require each party to indicate the nature of the evidence it intends to rely on, in order to enable the other party to make a fair and full answer.

(c) No formal transcript of the proceedings shall be kept; however, the committee shall have the authority to require that a logged audio tape of all or part of the proceedings be kept for its own use.

(d) The committee shall issue a written decision which contains findings of fact, reasons, and conclusions as to adequacy of cause. The written decision shall be forwarded to the University and the member, either of whom may decide to make the decision public.

(e) The decision of the committee shall be final and binding on the member and the University.

(f) In its award the committee shall declare:

(i) that cause for dismissal has not been shown, and that any suspension in effect shall be rescinded,

OR

(ii) that cause for dismissal has been shown.

(g) In the event that the committee finds cause for dismissal, the committee may also rule that the faculty member's salary and the university's contribution to his pension shall be continued for a period not exceeding one year from the date of the committee's decision.

C9 The president of a university may, by written notice for stated cause, relieve a faculty member of some or all of his university duties and withdraw some or all of his university privileges, provided that dismissal or other procedures to determine the propriety of such action have already been initiated or are initiated simultaneously. The suspension should terminate with the conclusion of the dismissal or other proceedings, or at such earlier time as the president may deem appropriate. The stated cause must involve an immediate threat to the functioning of the university, or to any member of the university. Salary and other benefits should continue throughout the period of suspension.

*C10 Any failure by one party to observe any of the time limits set out herein shall entitle the other party to invoke succeeding steps in the procedures. However, the parties may mutually agree in writing to extend any time limit provided herein.

C.A.U.T. Policy Statement on Release of Information on Faculty

1. Statistics Canada does not release information on faculty gathered in its surveys and questionnaires to any agency or body other than the university supplying the data, without the prior written consent of the respondent, according to the provisions of the Statistics Act of 1971. When information gathered by Statistics Canada relates to identifiable individuals through the use of Social Insurance numbers, etc., the release of such information other than in aggregated form shall require the prior written consent of the individuals concerned: the faculty members either as individuals or through their faculty associations which shall have received express consent for such release by formal resolution of the membership. The consent of a university official for the release of information on identifiable individuals other than to Statistics Canada shall not be considered to meet the guarantees for secrecy provided for in the Statistics Act of 1971.
2. University officers or agencies collecting or controlling the collection of individualized information on faculty shall not release such information to other agencies, bodies, or institutions (other than to Statistics Canada) without the prior written consent specified in (1) above.
3. Each individual faculty member shall have open access to all information gathered on him; all faculty shall have open access to aggregated faculty information.
4. Universities requesting comparative salary (or other) data on faculty at other universities or groups of universities from Statistics Canada should agree to the release of such data to *all* universities, both to administrations and to faculty associations either individually or through C.A.U.T.

19 October 1972

Énoncé de politique sur la communication de renseignements sur les professeurs d'université

1. Statistique Canada ne communique les renseignements qu'elle recueille au sujet des professeurs d'université, par ses enquêtes et ses questionnaires, à aucun organisme autre que l'université qui fournit les données, sauf avec le consentement écrit de répondant, ce qui est conforme aux dispositions de la Loi sur la statistique de 1971. Lorsque les renseignements recueillis se rapportent à des personnes identifiables par leur numéro d'assurance sociale, etc., la communication de ces renseignements, sauf sous forme de chiffres globaux, ne peut se faire qu'avec le consentement écrit des personnes en cause, c'est-à-dire les professeurs, soit à titre individuel soit par l'entremise de leur association, pourvu que celle-ci y ait été expressément autorisée par une résolution en bonne et due forme adoptée par ses membres. Il ne suffit pas qu'un représentant de l'université consente à la communication de renseignements sur des personnes identifiables pour que soient tenues pour respectées les garanties de secret exigées par la Loi sur la statistique de 1971.
2. Les membres des cadres des universités, les organismes qui recueillent des informations individualisées sur les professeurs, ou qui réglementent cette collecte, ne doivent pas communiquer ces informations à d'autres organismes ou institutions (sauf Statistique Canada) sans avoir reçu le consentement écrit précisé au paragraphe (1) ci-dessus.
3. Tout membre d'un corps professoral doit avoir libre accès à toute information recueillie à son sujet, ainsi qu'aux renseignements de caractère global touchant l'ensemble des professeurs.
4. Les universités qui demandent à Statistique Canada de leur fournir des données comparatives sur les professeurs d'autres universités ou groupes d'universités, notamment en matière de traitements, doivent consentir à ce que ces mêmes informations soient communiquées dans toutes les universités à l'administration et à l'association des professeurs, soit de manière individuelle soit par l'entremise de l'A.C.P.U.

vacancy

C. A. U. T.
Associate Executive Secretary

— to undertake association work, particularly in the area of academic freedom and tenure.

— expcrience with C.A.U.T. or local or provincial associations essential.

— bilingualism preferred.

— associate professor rank.

Applications with thc names of three refcrees to: Chairman, Search Committee, C.A.U.T., 66 Lisgar, Ottawa K2P 0C1.

YOUR TAXES

The C.A.U.T. Income Tax Guide will appear in the January issue.

Engagement of a Legal Adviser

The Executive Committee of C.A.U.T., on the recommendation of its Income Tax Committee, has retained the services of a legal adviser who is an expert in income tax matters. He will advise the C.A.U.T. on various income tax problems of university professors. The two main problems on which our adviser is now working are the taxation of professors on sabbatical leave, and the distinction between employment income and other income in the case of university professors. The legal adviser may, at the request of the C.A.U.T., make appropriate representations to the Department of National Revenue for more equitable interpretations of various sections of the Income Tax Act, or for amendments to the Act.

Unemployment Insurance

The Income Tax Committee of the C.A.U.T. has also been asked to look into the problem of persons who lecture during a session and who are refused entitlement to Unemployment Insurance benefits. The Income Tax Committee has prepared a file on this matter and has been in touch with the Unemployment Insurance Commission.

Sabbatical Leave

The taxation of income of university professors on sabbatical leave has given rise to an interpretation of the Act and regulations which works to the advantage of university professors. Essentially, this interpretation by the Department of National Revenue means that a professor on sabbatical leave abroad for the year 1972-73 will be exempt from tax on any income received in 1972 after the date on which he established his non-resident status. However, any income received by the same professor in 1973 will be taxable even if the professor retains his non-resident status during that year.

This interpretation of the act has raised the question as to whether it would be possible for a university to make total sabbatical payments for 1972-73 prior to 31 December 1972. Our best information is that tax exemption could be achieved in this way, and that it would not be held by D.N.R. to be tax evasion. We have been informed that some universities have decided to follow that procedure. Faculty members would be well advised to reserve an appropriate sum for taxes should their claims for tax exemption be disallowed, or should the present wording of the Act be amended to disallow retroactively tax exemption for any portion on non-resident income.

Expenses Allowances

In 1971, Professor Jones was involved in an exchange of professors with South Africa. The expenses brought about by this trip exceeded by $1,900 the amount of the allowances he had received for this purpose. In his income tax return, he declared as income his expense allowances, and claimed deductions for the total of his expenditures. The dictrict office of the Department of National Revenue refused to accept the deduction of that part of his expenses not covered by allowances. Professor Jones challenged this interpretation, and the district office thereupon announced its intention to refuse to deduct the full amount of the expenditures, and to include as income two of the three grants received by Professor Jones ($4,300).

In an appeal to the regional office, Professor Jones received much sympathy for the obvious injustice he had sustained, but it seems that the Act did not allow the regional office to reverse the decision of the local office. Finally, the problem was resolved in favour of Professor Jones, and the grants he had received to cover his travel costs were not taxed. It seems however that the Act did not provide clear grounds for denying the local office's interpretation. The problem was due in part to the way in which the universities reimburse travel expenses, i.e. in the form of a lump sum grant which is not directly related to actual costs. This situation could be changed if the universities resorted to the following procedure: the lump sum payment would be considered as an advance to the employee, who would be required to submit a detailed accounting of his expenses. It would also be necessary to prove that the professor had incurred these expenses while travelling for the university at the university's request.

In cooperation with O.C.U.F.A., the C.A.U.T. has forwarded to all universities and local and provincial associations the documents dealing with the taxation of income for professors on sabbatical leave and with travel expense deductions. As a result, it is hoped that professors in similar circumstances will not experience the same problems.

Taxation of Income of Foreign Professors

Canada has reciprocal agreements with a number of countries regarding income tax exemptions for foreign professors. These reciprocal agreements were previously covered by Interpretation Bulletin No. 41. This bulletin provided essentially that foreign professors were exempt from income tax and Canada Pension Plan contributions if they declared their intention to remain in Canada for less than two years. Under the new Bulletin 68, which replaces Bulletin 41, the University is required to deduct tax and Canada Pension Plan contributions from the income of foreign professors. Such professors may later claim a refund of the deductions when they meet the requirements of the reciprocal agreements, i.e. if their stay has been for a period of less than two years and if they have taught in an institution during that period. The new Bulletin is effective immediately, even for teachers who were exempt under Bulletin 41. Bulletin 68 is not retroactive, however, and professors will not be required, in their tax statement for 1972, to report income received from employment as a professor during that part of the year 1972 during which Bulletin 41 was in force.

VOS IMPOTS

Le guide de l'impôt de l'A.C.P.U. paraîtra prochainement dans l'édition de janvier.

Engagement d'un conseiller légal

Le Comité exécutif de l'A.C.P.U., sur recommandation de son Comité d'impôt, a retenu les services d'un conseiller légal expert en impôt sur le revenu. Cet expert conseillera l'A.C.P.U. sur divers problèmes d'impôt sur le revenu des professeurs d'université. Les deux problèmes les plus importants sur lesquels notre conseiller travaille maintenant sont l'imposition des revenus des professeurs en congé sabbatique et la distinction entre les revenus d'emploi et les autres revenus des professeurs d'université. Au besoin, le même conseiller légal pourra, sur demande de l'A.C.P.U., faire les représentations nécessaires auprès du Ministère du Revenu National pour obtenir des interprétations plus équitables des divers articles de la loi de l'impôt ou pour obtenir des amendements à cette loi.

Assurance-chômage

Le Comité de l'impôt de l'A.C.P.U. a également été saisi du problème des chargés de cours pendant une session qui se voient refuser le droit aux prestations d'assurance-chômage. Le Comité de l'impôt a constitué un dossier sur cette question et est entré en communication avec la Commission d'Assurance-chômage à ce sujet.

Congé sabbatique

Le problème de l'imposition des revenus des professeurs d'université en congé sabbatique a donné lieu à une interprétation de la loi et des règlements qui est tout à l'avantage des professeurs d'université. Essentiellement, cette interprétation du Ministère du Revenu National a pour effet qu'un professeur en congé sabbatique à l'étranger pour l'année 1972-73 sera exempt d'impôt sur tout revenu qu'il recevra en 1972 après la date où il a établi son statut de non-résident. Toutefois, les revenus reçus par le même professeur en 1973 sont imposables même si le professeur conserve son statut de non-résident au cours de cette année.

Cette interprétation de la loi a soulevé la question suivante : est-il possible qu'une université verse à un professeur l'ensemble de son allocation pour l'année 1972-1973 avant le 31 décembre 1972. Notre information nous permet de croire qu'un professeur pourrait éviter ainsi de payer de l'impôt et que le Ministère du Revenu national ne l'accuserait pas d'évasion fiscale. Nous avons été informé que certains universités ont décidé de suivre une telle procédure. Les professeurs seraient toutefois bien avisés de mettre de côté les sommes nécessaires s'il arrivait qu'on leur refuse les exemptions d'impôts sur une proportion quelconque du revenu des non-résidents.

Allocations des dépenses

En 1971, le professeur Jones participa à un échange de professeurs avec l'Afrique du Sud. Le voyage occasionna des dépenses supérieures de $1,900 aux allocations qu'il avait reçues à cet effet. Dans son rapport d'impôt, il déclara comme revenu ses allocations de dépenses et réclama des déductions pour le total de ses dépenses. Le bureau de district du Ministère du Revenu refusa d'accepter les déductions pour la partie des dépenses non couvertes par les allocations. Le professeur Jones contesta cette interprétation et le bureau de district annonça alors son intention de refuser de déduire l'ensemble des dépenses et d'inclure dans le revenu deux des trois subventions reçues par le professeur Jones ($4,300).

En appel au bureau régional, le professeur Jones reçut beaucoup de sympathie devant l'évidente injustice qu'il subissait mais il semble que la loi ne permettait pas au bureau régional de renverser la décision du bureau local. Finalement, la question a été résolue en faveur du professeur Jones, dont les subventions reçues en remboursement des frais de voyages n'ont pas été taxées. Il semble cependant que la loi ne permettait pas clairement de réfuter l'interprétation du bureau local. Le problème était dû en partie à la façon dont les universités remboursent les frais de voyage, soit sous forme de subvention versée en un montant forfaitaire qui n'est pas directement relié aux frais réellement encourus. Cette situation pourrait être changée si les universités procédaient de la façon suivante : le paiement forfaitaire serait considéré comme une avance à l'employé qui devrait fournir des pièces justificatives détaillées. Il serait également nécessaire de prouver que le professeur a encouru ces dépenses alors qu'il voyageait pour l'université, à la demande de celle-ci.

En collaboration avec l'O.C.U.F.A., l'A.C.P.U. a fait parvenir à toutes les universités et à toutes les associations locales et provinciales les documents concernant l'imposition des revenus des professeurs en congé sabbatique et les déductions des dépenses de voyage. De cette façon, on peut espérer que les professeurs dans ces cas n'auront plus les mêmes difficultés.

Impôt sur le revenu des professeurs étrangers

Le Canada a des ententes réciproques avec un certain nombre de pays concernant l'imposition des revenus des professeurs étrangers. Ces ententes réciproques étaient auparavant régies par le bulletin d'interprétation n° 41. Ce bulletin prévoyait, essentiellement, que les professeurs étrangers étaient exemptés de l'impôt et des cotisations au Régime de Retraite du Canada, s'ils déclaraient qu'ils avaient l'intention de demeurer moins de 2 ans au Canada. Selon le nouveau bulletin 68 qui remplace le bulletin 41, l'Université doit déduire l'impôt et les cotisations au régime de retraite du Canada du revenu des professeurs étrangers. Ces professeurs peuvent réclamer le remboursement de ces déductions lorsqu'ils satisfont aux exigences des ententes réciproques, c'est-à-dire lorsque leur séjour a duré moins de deux ans et qu'ils ont enseigné dans une institution pendant cette période. Le nouveau bulletin est effectif immédiatement, même pour les professeurs qui jouissaient de l'exemption selon le bulletin 41. Le bulletin 68 n'est toutefois pas rétroactif et les professeurs n'auront pas à déclarer dans leur rapport d'impôt pour 1972 les revenus, provenant d'un emploi comme professeur, qu'ils auront reçus pendant la partie de l'année 1972 où le bulletin 41 était en vigueur.

Motifs écrits et risques de poursuite en diffamation

Le rapport suivant a été préparé à la demande du Comité de la liberté universitaire et de la permanence de l'emploi. Il se veut un guide pour les associations facultaires à qui l'on rétorque que le dévoilement des raisons invoquées pour le congédiement d'un professeur risque d'entraîner des poursuites en diffamation contre l'université. Ce rapport a été préparé par le professeur Bruce Dunlop de la Faculté de Droit de l'Université de Toronto, avec la collaboration du professeur J. L. Baudoin, de l'Université de Montréal.

The English version of this report was published in Volume 21 No. 1 of the *C.A.U.T. Bulletin*

L'importance des motifs

Une des dispositions importantes de l'énoncé de principes de l'A.C.P.U. touchant la nomination des professeurs et la permanence de l'emploi, c'est que l'intéressé a le droit de connaître les motifs d'une décision qui le défavorise. En cas de refus d'une nomination permanente, il est dit dans l'énoncé que « si le Comité, après mûre délibération, conclut au rejet d'une nomination permanente, il avise l'intéressé par écrit de sa décision et de ses motifs [1] ». Des explications écrites sont de mise aussi dans les cas de refus de promotion, de résolution ou de non-renouvellement de contrat, et peut-être même dans les cas de refus d'une majoration de traitement.

La raison pour laquelle les motifs doivent être donnés par écrit, c'est que cela aide les parties à se comprendre, et diminue la possibilité de mésententes ultérieures au sujet des motifs. L'article déjà cité explique en partie pourquoi il faut donner des raisons, puisqu'il ajoute: « L'intéressé a le droit de demander que le comité tienne une nouvelle séance pour lui permettre de présenter ses observations [2]. » Il a peut-être des choses à la fois pertinentes et importantes à dire, et sa participation à la décision ultime ne peut être assurée que s'il a une chance de s'exprimer sur les points qui paraissent jouer contre lui, de prime abord, dans l'esprit du Comité. Il en va de même pour les décisions portant sur autre chose qu'une nomination permanente : l'intéressé devrait avoir l'occasion de faire valoir son point de vue, et pour que cela puisse se faire de façon pleinement efficace, il devrait pouvoir répondre aux vues défavorables mises de l'avant ou soutenues par le décisionnaire, et aussi faire valoir des éléments positifs et des arguments favorables.

Le fait de citer les motifs d'une décision permet à l'intéressé, en second lieu, de faire son autocritique et de s'améliorer. Même s'il n'a ni l'occasion ni le désir de porter sa cause en appel, soit officieusement, il y a de son intérêt et de ceux qui souhaitent son progrès comme collègue ou comme professeur de lui dire, au moins s'il veut le savoir, pourquoi on a pris une décision qui lui est défavorable.

En dernier lieu, les décisions ont parfois des motifs qui n'ont rien à voir avec les qualités ou les lacunes de l'intéressé; elles peuvent être dictées, par exemple, par des considérations budgétaires. Le fait de citer ces motifs peut éviter des malentendus et des ressentiments superflus.

Que les motifs soient liés ou non à la personne de l'intéressé, l'idée même d'un régime où il est possible de porter atteinte aux intérêts fondamentaux d'un individu sans qu'il en connaisse les motifs à quelque chose de répugnant.

Le risque d'action en justice

Aux arguments invoqués par l'A.C.P.U. pour faire reconnaître aussi largement que possible l'importance de donner les motifs des décisions par écrit, on a répondu notamment que cette méthode expose la personne qui cite ces motifs à des poursuites en diffamation. Ce n'est évidemment pas la communication de ces motifs à l'intéressé lui-même qui serait diffamatoire, mais plutôt la communication à d'autres personnes. Il faut dire toutefois que le fait de communiquer ces renseignements à l'intéressé lui permet de connaître ce qui s'est dit ou qui sera dit à son sujet à d'autres personnes, et lui fournit une arme qui augmente les risques de poursuite en diffamation.

Estimant que l'ignorance de la loi en matière de diffamation augmente indûment la crainte des poursuites en justice, l'A.C.P.U. croit utile d'élucider la question.

Le droit, en matière de diffamation, est complexe et difficile. Vouloir le comprimer dans un texte bref et pratique oblige nécessairement à simplifier à l'excès. Compte tenu de cette réserve, on

[1] Enoncé de principes relatif à la nomination des professeurs et à la permanence de l'emploi, section III, article A8, publié dans le *Bulletin*, 18, n° 2, à la page 24.
[2] *Ibid.*

pourra néanmoins trouver utile d'en connaître les grandes lignes, tant pour les provinces régies par la *common law* que pour le Québec, régi par le Code civil. Tel est l'objet de l'exposé qui suit.

Qu'est-ce que la diffamation ?

Une communication est diffamatoire si elle tend à nuire à la réputation d'une personne, à diminuer l'estime, le respect, la considération ou la confiance dont elle jouit, ou à susciter contre elle des sentiments ou opinions défavorables ou déplaisants. La diffamation est le plus souvent, mais non nécessairement verbale. Tout mode de communication peut servir à diffamer. De plus, une communication peut être diffamatoire de façon manifeste, ou à cause de certaines connaissances que possède celui qui la reçoit et qui lui permet d'en tirer une interprétation. Par exemple, dire d'un professeur qu'il n'a rien enseigné pendant le dernier semestre n'est pas diffamatoire à moins que les auditeurs ne sachent qu'il a effectivement passé six heures par semaine en classe.

Publication : L'objet d'une poursuite en diffamation étant de défendre la réputation, la communication doit être publiée, c'est-à-dire qu'elle doit être faite à des tiers. Tous ceux qui participent au processus sont responsables de ses conséquences. Le seul fait de transmettre les paroles d'un autre constitue une publication, même si l'on prétend ne pas croire à ce qu'il dit. Il n'est pas indispensable d'être cru pour être coupable de diffamation. De plus, celui qui publie des propos diffamatoires qui seront vraisemblablement répétés par d'autres peut être tenu responsable de la répétition.

Libelle et diffamation : En régime de *common law,* il existe une distinction entre le libelle diffamatoire et la simple diffamation. Cette distinction, fondée sur des motifs historiques, constitue une anomalie. Cette distinction, fondée sur des motifs historiques, constitue une anomalie. Elle remonte au XVII[e] siècle, où l'on distinguait entre une communication écrite ou parlée. Par la suite, la notion de libelle s'est étendue à d'autres formes de publicité visuelle : dessins, statues, photographies, films, démonstrations et autres comportements ayant des incidences diffamatoires. On a eu tendance à réserver la notion de diffamation simple à la publicité orale. Cette distinction n'est cependant pas absolue. Par exemple, le fait de lire à haute voix un texte diffamatoire constitue un libelle, peut-être parce que la matière diffamatoire est sous une forme durable. Cette distinction n'a aucune portée pratique en Alberta, au Manitoba, au Nouveau-Brunswick, en Nouvelle-Ecosse et en Ile-du-Prince-Edouard, mais dans les autres provinces régies par la *common law,* toute forme de libelle peut faire l'objet d'une poursuite sans que le plaignant ait à prouver qu'il y a eu préjudice réel, preuve qui est exigée dans la plupart des cas de diffamation simple. La distinction n'est peut-être pas aussi importante à nos fins qu'elle le serait de façon générale, car une des formes de diffamation simple qui peut faire l'objet d'une poursuite sans preuve de préjudice, c'est celle qui est susceptible de nuire à la personne dans son travail, son commerce, sa profession ou ses fonctions. (Les autres sont les imputations de crime, de maladie vénérienne ou de défaut de chasteté chez une femme.) Quoi qu'il en soit, la distinction entre libelle et diffamation simple est peut-être une des raisons pour lesquelles les avocats conseillent aux administrateurs des maisons d'enseignement de ne pas communiquer aux intéressés les motifs d'un refus de renouvellement de contrat, de promotion ou de nomination permanente.

Réfutation

Les principaux arguments à invoquer à l'encontre de cette thèse seraient, dans notre cas, les suivants :

1. *Justification :* Si un propos diffamatoire est vrai, cela constitue toujours un moyen de défense en cas de poursuite, mais la preuve incombe au défendeur, et à défaut de preuve, celui-ci pourra être trouvé coupable d'aggravation du préjudice, selon que le jury croira ou non à la bonne foi de la défense.

2. *Immunité relative :* Pour bien général de la société, il arrive parfois que le droit de l'individu à sa réputation doive passer au second plan, et être subordonné à la nécessité d'assurer la liberté des communications. En pareil cas, on dit qu'il y a immunité. L'immunité peut être absolue (par exemple celle qui s'attache à des propos tenus au Parlement ou devant un tribunal, et au compte rendu qui en découle) si la valeur attachée à la liberté de parole est jugée suffisante pour que le motif, l'intention ou le but de celui qui parle ne compte plus. Mais le plus souvent, l'immunité est assortie de restrictions. S'il y a devoir ou avantage légal, social ou moral à communiquer, et devoir ou avantage correspondant à recevoir la communication, on dira que les circonstances justifient une immunité relative. Dans ce cas, l'immunité sera accordée à condition que la communication ne dépasse pas les limites de ce qui paraît nécessaire pour atteindre le but, et qu'il n'y ait pas d'intention malicieuse, cette expression englobant non seulement la volonté de nuire mais un motif secret ou un manque de foi dans la véracité des propos tenus.

L'immunité relative s'applique par exemple dans les circonstances suivantes:

(a) L'exercice d'une fonction publique ou privée, par exemple lorsqu'une personne est appelée à titre de membre d'un comité ou en raison de sa fonction à évaluer la compétence d'une autre personne en vue de sa nomination, de son avancement ou de sa nomination à titre permanent, ou encore à évaluer le travail et les capacités d'un étudiant;

(b) la protection d'un intérêt personnel menacé, par exemple dans le cas d'une personne à qui l'on a refusé une promotion ou une nomination à titre permanent et qui tente de se justifier;

(c) le fait d'avoir agi à la demande de la personne lésée, par exemple en fournissant une appréciation à un professeur qui sollicite un emploi ou à un étudiant qui demande à être admis aux études supérieures;

(d) le fait de répondre à un employeur qui demande une opinion sur un candidat à un emploi;

(e) le fait d'échanger des renseignements sur une question d'intérêt commun, par exemple en signalant à l'autorité compétente le cas d'une personne soupçonnée d'avoir triché à un examen, d'avoir plagié dans une communication scientifique ou d'avoir dérobé un livre à la bibliothèque.

3. *Commentaire légitime :* La société ou certains secteurs de la société peuvent avoir intérêt à recevoir des commentaires légitimes sur certaines questions, et cet intérêt peut primer le droit de l'individu à sa réputation. Il doit être clair que le texte publié est de l'ordre du commentaire plutôt que des faits, et à ce titre, il doit être fondé sur des faits véridiques. C'est ce principe qui justifie la critique artistique et littéraire et la

discussion des affaires publiques, de même que la protection de ceux qui s'y adonnent. Un commentaire est légitime pourvu que les vues ou opinions exprimées soient de celles que pourrait avoir une personne bien intentionnée. Il n'est pas nécessaire que ces vues soient largement partagées, ni qu'elles soient exprimées en termes modérés. Le commentaire ne doit pas être motivé par la malice.

Situation sous le régime du Code civil du Québec

La responsabilité pour diffamation verbale ou écrite est, en droit civil fondée sur l'article 1053 C.c., qui établit lui-même le principe général de la responsabilité basée sur la faute. *En substance* les solutions qui seraient données au problème en droit civil sont à peu près identiques à celles qu'offre la *common law* même si sa technique et la méthode pour y parvenir varient substantiellement.

Il y a diffamation en droit civil dès qu'une communication quelconque (écrite, parlée, etc.) porte fautivement atteinte à la réputation ou à l'honneur d'une personne. Dans un tel cas, en principe, celui qui est l'auteur du propos diffamatoire et celui qui le publie sont tous deux responsables. Selon la jurisprudence québécoise, le seul fait de la bonne foi de l'auteur de la diffamation n'est pas une excuse ou une défense mais peut tout au plus servir à mitiger les dommages. Par contre, le défendeur à l'action peut valablement plaider la vérité des paroles ou écrits allégués comme étant diffamatoires. Il existe aussi une défense basée sur le privilège et la doctrine établie qui est analogue au droit de commentaire loyal invoqué dans le droit coutumier.

Enfin, dernière remarque, les tribunaux en la matière n'hésitent pas à accorder des dommages moraux à la victime, alors même que les propos diffamatoires n'ont reçu aucune publicité.

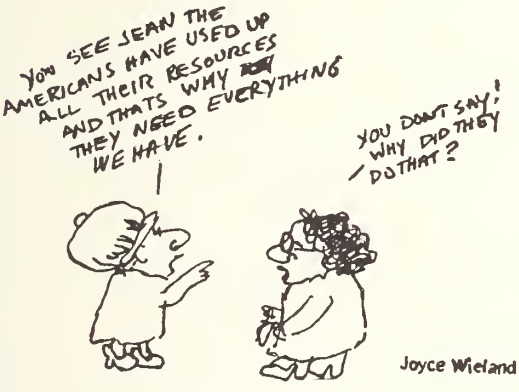
Conclusions

Il semble que l'immunité relative dont jouit un administrateur, un membre de comité ou un professeur d'université lorsque ses fonctions l'appellent à former et à communiquer des opinions sur ses collègues ou sur des étudiants lui assure une protection largement suffisante. Il y a des limites à respecter, mais indépendamment des lois relatives à la diffamation, il paraît normal d'exiger, au sein du milieu universitaire, que les parties s'en tiennent aux opinions qu'elles ont réellement et les communiquent avec discrétion lorsqu'il s'agit de permanence d'emploi, d'avancement, de renouvellement de contrat, de qualification professionnelle ou de conduite personnelle.

Il ne saurait y avoir de garantie contre l'inscription d'une plainte en diffamation. Même celui qui a observé la loi dans tous ses détails peut se trouver un jour ou l'autre dans l'obligation de se défendre, avec tous les ennuis que cela comporte. Si la prétendue diffamation s'est produite à l'occasion de l'exercice de ses fonctions auprès de l'université, les frais devraient être à charge de l'université.

Il peut arriver aussi que certaines personnes excèdent les limites de leur immunité et soient poursuivies avec succès. Ici encore, si la diffamation s'est produite dans l'exercice de leurs fonctions auprès de l'université, c'est celle-ci qui devrait prendre à sa charge les dommages-intérêts et les frais du procès.

Les risques de poursuite judiciaire, en définitive, font partie de la rançon qu'il faut payer pour faire régner la justice dans le milieu universitaire.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Student Evaluation — An Aspect of Teaching Effectiveness

At its meeting on 15 April, 1972, the Executive Committee approved in principle this report from the Professional Orientation Committee for transmission to Council. The Executive Committee agreed to draw Council's attention particularly to the final passage of the report (p. 15). The Executive felt that the only real protection that the faculty members can have against unreliable student-initiated course evaluations is to take the lead themselves in developing valid and reliable procedures for assessing teaching performance. In a vacuum of information about teaching performance, promotion and tenure committees, or departmental chairmen, are almost certain to use whatever is at hand — even if that turns out to be a carelessly conducted student survey.

This document was discussed at the C.A.U.T. Council meeting in Vancouver and was referred to the local associations for discussion with the view to the passing of a guideline at the next Council meeting.

Report of the Professional Orientation Committee to C.A.U.T. Council

The Professional Orientation Committee was set up by a motion of Council in May 1970, to study and propose guidelines on the following range of topics :

a) Should training for university teaching be attempted in graduate schools as part of programmes which prepare scholars for university positions ?

b) Can such training be better accomplished through in-service programmes (lectures, seminars, observation in classrooms, etc.) within individual departments or faculties in which new teachers hold their first appointments ?

c) How can such programmes be conducted with maximum benefit to new teachers without undue interference with classroom privilege and academic freedom ?

d) In what systematic way should people entering the profession of university teaching be initiated into traditions of the profession (the scope and limits of academic freedom; of professional ethics; and the general terms and conditions of appointment to be found in institutions of higher learning in Canada) ?

e) What should be the role of faculty associations in initiating or conducting such programmes ?

Since its inception the Committee has devoted itself principally to the general question of how to improve teaching effectiveness in universities. Members of the Committee have reviewed a wide range of literature in this area, and have studied efforts to improve teaching effectiveness in a number of English-speaking countries, notably Australia, the United Kingdom, the United States, and, of course, Canada. A comprehensive bibliography on this subject is in preparation, and an article describing the Committee's thoughts on the question is currently ready for publication. In addition, the Committee has provided advice to the A.F.&T. Committee on questions relating to teaching effectiveness, and members of the Committee have represented the C.A.U.T. at a number of conferences at which teaching effectiveness has been discussed.

At the November 1971 Council meeting a motion was passed instructing the Committee to "consider the broad question of evaluation of faculty, particularly by students, and to report as soon as possible giving due attention to existing practices, current research on the subject, and to the general academic

implications of such evaluations." Thus since the beginning of this year the Committee has interrupted its work on the broad overview of teaching effectiveness and has concentrated instead on one aspect of that problem, namely the question of student evaluation of teaching performance. While the Committee recognises the importance of this problem, it also wishes to stress that there is a danger of neglecting the wider issue of how to improve teaching in order to concentrate on the narrower, but more emotionally charged, question of evaluating faculty performance in the classroom.

The History and Scope of Student Evaluation of Teaching

The increase in the use of student evaluation of teaching performance has paralleled the developing involvement of students in university government. In the United States student evaluations have been in evidence at least since the Second World War (Harvard had an anti-calendar as early as 1924), while in Great Britain such evaluations are relatively rare even today.[1] In Canadian universities student evaluations were virtually unknown until relatively recently, but now they are in evidence almost universally. In a recent survey of Canadian universities by the Committee, 31 out of 36 responding institutions indicated that some use was made of student evaluations of instructors. Five institutions said no such use was made, but of these, three of the negative responses were somewhat equivocal ("not on any formal basis", "no, but next year yes in Natural Sciences", "not supposed to be").

The survey showed that two types of evaluation procedures were common — evaluations organized by individual departments, and university-wide evaluations run by the student association. Some universities reported that course evaluation was arranged through a particular faculty, and two institutions indicated that evaluation was compulsory and arranged on a university-wide basis. One university (McGill) had a Centre for Learning and Development which advised faculty members and would arrange for evaluations if desired. Another institution reported that the university senate had commissioned the student association to carry out evaluations on its behalf; in fact, cooperation between students and administration for the purpose of evaluation was not uncommon, and in some cases the student association received a financial contribution from the university to help it prepare its anti-calendar. The Committee's survey could not, of course, assess the extent to which student evaluations are arranged by individual faculty members for their own private use, although it seems likely that evaluation of this sort is widespread.

The Purpose of Evaluation

There are basically three distinct groups which initiate and organize the evaluation of classes by university students: students, administration and faculty members. The use to which the results of the evaluations are put tends to vary in accordance with the interests of these three initiating groups.

Students usually claim that they are interested primarily in obtaining information which will help them select classes and instructors. For this reason evaluations prepared by student organizations are generally collected together and published in the form of an "anti-calendar" which is aimed primarily at a student audience and distributed widely among students (although in many cases copies of the anti-calendar are supplied free to members of the faculty). In one sense student course guides should be welcomed by faculty since it is probably preferable to have the inevitable student gossip about classes articulated in a written form. However, except perhaps in introductory courses, the use of evaluations as an aid to course selection is extremely limited due to the large turnover in the assignment of individual faculty members to particular classes. Furthermore, use of evaluations in this way ignores the fact that faculty frequently change the structure and content of a course from year to year or semester to semester so that by the time a potential student reads a course description in the anti-calendar, the class in question may have been altered beyond recognition, even providing that it is still being taught by the faculty member listed. An even greater limitation is the fact that evaluations of this sort usually stress classroom performance and pay little attention to the teaching activities which take place outside the lecture hall — ranging from informal advice to the structured seminar or tutorial. Successful involvement in such activities may well be a faculty member's main strength. It is likely, however, that the students have other, less direct and perhaps more political aims in publishing evaluations in this form. In many cases they probably see their role as one of watchdog on the faculty, especially in regard to its teaching function. In view of the fact teaching has so often been neglected in relation to administration and research, it is perhaps not surprising that students should feel the need for this sort of vigilance. Whatever the scientific limitations of student-initiated evaluations, the results from our survey clearly showed that they can be a source of beneficial indirect pressure on faculty and that in many universities evaluations of teaching by administration or by faculty themselves was only begun after the student association had set up plans to produce an anti-calendar.

University administrations, where they make use of teaching evaluations, usually see them as a way of "encouraging good teaching", in other words assessing a faculty member's teaching competence for the purpose of granting tenure, promotion, or merit increases. Written evaluations by students comprise only one of several ways to assess teaching competence (others would include classroom visits, talking to students, examining course outlines, etc.). In fact, to judge from the results of our survey, written evaluations are presently used to a very limited extent by administrations in their assessment of faculty competence. Only one university indicated that student evaluations are regularly used to assess teaching performance as part of the merit, promotion and tenure hearings (although the great majority of institutions claimed that teaching competence was an important factor in tenure, merit and promotion cases, it was clear that the relevant evidence was generally adduced in the most haphazard and unsatisfactory ways). A further five respondents said that student evaluations are utilized in some departments to assess merit, while a further two universities reported that the use of student evaluation for this purpose is being considered. However, as pressure mounts from inside and outside the university for more attention to be paid to the teaching function, it is likely that attempts by administrators to assess

[1] For good reviews of relevant work on this topic in, respectively, the United States and Great Britain see: Eble, K. E. *The Recognition and Evaluation of Teaching.* Salt Lake City: Project to Improve College Teaching, 1970; and Beard, R. M. *Teaching and Learning in Higher Education.* Harmondsworth: Penguin, 1970.

teaching competence will also grow, and the likelihood is that written evaluations by students will be used in part for this purpose. Just how effectively teaching competence can in fact be measured by these devices is something which will be considered in the next section of this report.

Individual faculty members have been using their own evaluation questionnaires for some time quite independently of the more formalized evaluations by student associations and university administrations. Faculty have invariably been interested in using such evaluations for one main purpose: to obtain feedback about their class and their own teaching ability. The most important consideration here is whether or not the use of evaluations in this way does in fact serve some useful function for the individual faculty member, and especially whether or not it helps him to improve his own teaching. Unfortunately, no definitive answer to this question can be provided. However, the very fact that faculty members continue to make use of their own evaluation procedures suggests that they at least have confidence that the feedback so provided is useful. In this they have some support from psychologists who have investigated learning processes, for it has been established that knowledge of results is indeed a facilitator of learning. Furthermore, it is probably the case that any device which stimulates an interest in the teaching function is likely to be of benefit, and for this reason alone those individual faculty members who take the trouble to obtain feedback about their class performance may well be in a position to improve their teaching with the aid of student evaluations.

The Validity of Evaluation Questionnaires

One of the most frequent reasons given for not making use of written evaluations is the belief by many faculty that such questionnaires are invalid, lack objectivity (for example, because they are contaminated by so many other variables), or fail to come to grips with many of the subtle characteristics which make a person a good teacher. In the present section we will attempt to review some of the empirical evidence concerning these questions.

Firstly, it cannot be emphasized strongly enough that evaluation questionnaires of the type we are discussing here measure only the *attitudes* of the students towards the class and the instructor. They do *not* measure the amount of learning which has taken place nor do they measure changes in behaviour or even changes in attitudes. Knowledge of the content area of the class is customarily evaluated by means of end-of-term examinations, though here again it should be stressed that we are measuring knowledge and not learning. It *is* possible of course to measure certain aspects of behaviour change which may result from class experience (e.g., by the use of "before-and-after" techniques). However, measurement of this kind normally requires the commitment of a considerable amount of time and energy in devising suitable measures. It also requires that the objectives of the class be clearly stated in specific terms before the instructor even enters the classroom. For a variety of reasons many university teachers are reluctant to go to this trouble.[2]

Even if we accept the fact that evaluation questionnaires can only measure attitudes, and that these attitudes may be quite unrelated to the real objectives of the class (student objectives as well as faculty objectives), this does not mean that such questionnaires are valueless. On the contrary, we may be very interested in knowing how our students perceive the class, the instructor, or for that matter the entire curriculum, the department, or even the university. Furthermore, we must still ask whether or not student evaluation questionnaires are fair ? and objective, valid, and reliable. Teaching evaluation questionnaires have been the subject of a great deal of scrutiny by researchers in psychology and education, and the amount of empirical research on this question is considerable.[3]

There is good evidence that the reliability of evaluation questionnaires is high, certainly as high as for most achievement and aptitude tests. Most studies also show that the ratings a student gives on such a questionnaire are unaffected by the grade he eventually obtains in a class. The type of class concerned (large or small, lecture or seminar, etc.) may under some circumstances have an effect on ratings, but such effects are generally small. A more serious matter is the question of the validity of student evaluations — that is whether or not they measure attitudinal components which are in some sense "important". This, of course, depends very largely on the way in which the questionnaire was devised. A majority of questionnaires in common use probably reflect only the areas which are thought to be important by the person who devised them (the student, faculty member, or administrator). This is a pity, since a number of measurement instruments do exist for which content validity has been carefully established by empirical research. The most well-known device of this sort is probably the Purdue Rating Scale for Instruction (PRSI),[4] though the Centre for Learning and Development at McGill University has developed a comparable instrument for use in a Canadian setting. These instruments have established validity in the sense that they have been shown to reflect the important components of student attitudes with regard to teaching.

The question can be raised, of course, as to whether such student attitudes are shared by faculty and administrators, and here there is evidence that indicates that they are not, i.e., a number of investigators have reported that the criteria used for judging teaching effectiveness by students and administrators are not the ones given most importance by faculty.[5] Furthermore, there is some evidence that when faculty are rated by their peers, by administrators, and by students, the results differ

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2 It may be of interest that some introductory textbooks now come equipped with an instructor's manual which provides not only the customary multiple-choice knowledge questions for before-and-after administration, but also validated questionnaires for measuring attitudes to the discipline, and to more general problems relating to the discipline. See, for example, McInish, J.R. and Coffman, B. *Evaluating the Introductory Psychology Course.* Reading, Massachusetts, Addison-Wesley, 1970.

3 The best review of such research is probably: Blackburn, R. T. *The Professor's Role in a Changing Society.* Washington, D.C.: ERIC Clearing House on Higher Education, 1971 (Report #10).

4 See Remmers, H. H., and Elliott, D. N. *The Purdue Rating Scale for Instruction.* Lafayette, Indiana: Purdue Research Foundation, 1950.

5 See, for example, Hussain, D. R., and Leestamper, R. *Survey of Criteria of Teaching Effectiveness at New Mexico State University.* Las Cruces: New Mexico State University, June 1968.

for the three groups.[6] This means that while student evaluations may be perfectly valid in one sense, the results from such evaluations should probably be used only in conjunction with some other information. More positively, however, there is a good deal of evidence to show that faculty members who do use rating scales over a period of time experience improvement in instruction, and are perceived as improving by their students.[7]

To summarize the preceding points, student evaluation questionnaires are usually reliable instruments for measuring student attitudes to the course and instructor, and are relatively uncontaminated by extraneous factors such as a student's performance in the class. Some forms have established validity, but it should be borne in mind that this validity extends only to student respondents and not to faculty or administrators. For this reason, the results of such evaluation are only a partial reflection of faculty teaching performance and any evaluation of teaching should not be limited to this single technique. On the other hand, there is evidence that evaluation forms are an extremely useful tool to provide feedback for faculty, and there is even some indication that faculty who use them regularly show an improvement in their teaching performance.

Conclusions and Recommendations

1. *Evaluations by students should be encouraged as a means of providing faculty with feedback concerning student attitudes to teaching performance.* * The Committee is in favour of any step which will lead to an improvement in the quality of university teaching performance. Student evaluations are a useful way of obtaining one type of information concerning teaching which may help a faculty member to evaluate his class and improve his contribution to it. Furthermore, there is some evidence that faculty who make use of such feedback do improve their teaching as judged by their students as well as themselves.

2. *It should, however, be recognized that even properly constructed evaluation forms have many limitations, and that they are only one source of information about teaching performance.* The limitations have been discussed in the body of this report, but basically they have to do with the fact that evaluation questionnaires measure only student attitudes to teaching performance. Many other sorts of feedback (e.g., from colleagues) are available to faculty, and this Committee encourages their use. Furthermore, evaluations comprise only one component in the total process of improving university teaching. The Committee will consider the whole question of teaching effectiveness in a more comprehensive way in a later report.

3. *Where student evaluations are used, the instruments involved should be as reliable and valid as possible.* A number of general purpose questionnaires are available for which validity and reliability has been established; at least one such instrument has been developed for use with Canadian students. However, faculty may often need to devise their own forms for specific purposes. Where this is done the Committee recommends that the faculty member concerned seek the advice of colleagues with some expertise in the area of evaluation and measurement. If this is done it should be possible to construct a questionnaire which measures what it is supposed to measure. Reports based on such questionnaires should not include selected quotes from the students since these are usually chosen for readability rather than fairness.

4. *The use of results from student evaluations of classroom performance to provide evidence for decisions on the granting of tenure, promotion or merit increases should be treated with extreme caution.* At most Canadian universities teaching ability is one of several factors taken into account when considering a faculty member for tenure, promotion or merit increments. It is probably impossible to prevent the results of student evaluations from being used, albeit inadvertently and informally, in such deliberations. However, it should be stressed that ratings based on student evaluations should form only one part of the input on teaching performance, and that it is incumbent upon those making the tenure (or other) recommendations to satisfy themselves that the ratings involved are a valid and reliable assessment of student attitudes (e.g., that the form used has established validity, that the sample size is adequate, etc.). The Committee is not in favour of the use of mandatory forms by the university administrations, since this seems to us to militate against flexibility and is likely to antagonize faculty and perhaps even students, and recommends that evaluation should normally be undertaken at the faculty or departmental level or by the individual faculty member himself. We see no reason why a faculty member should not be allowed to present evidence from a valid evaluation on his own behalf, or why a department chairman or dean should not present evidence based on evaluations provided that the principle and the procedures to be used have been agreed upon by faculty, and provided that the individual faculty member has been given an opportunity to review and comment upon this evidence. At the same time it would obviously be unfair to present evidence concerning negative performance by a faculty member, based on the results of a questionnaire evaluation, unless comparative data for his departmental colleagues were also available.

5. *Evaluation procedures, to be effective, must have strong faculty involvement in planning, administration and interpretation of results.* This follows from the Committee's view that the main value of student evaluations is to provide feedback to faculty. While we encourage such evaluation procedures, we feel that their use should be left to the discretion of the individual faculty member, or should at least be decided upon by the collective voice of the university teachers in a department or faculty. Universities could be encouraged to assist individual faculty in this respect by providing advisory services on research facilities such as those available at the McGill Centre for Learning and Development.

6. *Results of evaluations should be provided to the faculty member concerned.* Since the main benefit of student evaluation is to help the faculty member improve his teaching performance, then the feedback he gets is primarily of

(Cont'd on page 34)

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[6] See Clark, M. J., and Blackburn, R. T. *Assessment of Faculty Performance : Some Correlates between Self, Colleagues, Students, and Administrators.* Unpublished manuscript, 1971.

[7] See Remmers, H. H. "Rating Methods in Research on Teaching". In N. L. Gage (Ed.), *The Handbook of Research on Teaching.* Chicago : Rand McNally, 1963, 329-78.

* Recommendations 1-6 refer to evaluations officially sponsored by the university, the faculty, the department or the professor himself.

L'évaluation de l'enseignement par les étudiants

A sa réunion du 15 avril 1972, le Comité exécutif a approuvé en principe le présent rapport du Comité sur l'encadrement et la formation professionnelle des professeurs qui doit être transmis au Conseil. Le Comité exécutif s'est engagé à attirer particulièrement l'attention du Conseil sur le dernier passage du rapport (page 15). Selon le Comité exécutif, le seul moyen dont disposent les professeurs pour se protéger contre les appréciations douteuses de leur enseignement par les étudiants, c'est de prendre eux-même l'initiative de mettre au point et d'instituer des mécanismes valables et sûrs d'évaluation. En l'absence de toute information sur la qualité de l'enseignement, il est à peu près inévitable que les comités chargés des questions d'avancement et de permanence ou les directeurs de département utilisent les informations qui leur tombent sous la main, même s'il s'agit d'une enquête exécutée sans soin par des étudiants.

Le Conseil de l'A.C.P.U. a étudié ce document lors de sa réunion à Vancouver et a demandé aux associations locales de l'étudier. Le Conseil a exprimé son intention d'émettre des directives lors de sa prochaine réunion.

Rapport du Comité sur l'encadrement des professeurs au Conseil de l'A.C.P.U.

Le Comité exécutif a approuvé en une motion du Conseil en mai 1970, a pour mission d'étudier les questions suivantes et de proposer des directives en ces matières :

a) Devrait-on tenter d'intégrer la formation des enseignants universitaires aux programmes d'études supérieures destinés à préparer les futurs professeurs d'université ?

b) La formation des enseignants universitaires serait-elle plus réalisable au moyen de programmes autonomes offerts au sein des divers départements ou facultés (conférences, séminaires, visites des cours, etc.) où les nouveaux enseignants détiennent leur premier poste d'enseignement ?

c) Comment éviter que de tels programmes de formation des enseignants universitaires n'empiètent sur les privilèges de la liberté universitaire et les droits reconnus à celui qui enseigne ?

d) De quelle façon peut-on initier les nouveaux enseignants universitaires aux traditions de la profession : la portée et les limites de la liberté universitaire; l'éthique professionnelle; les normes et conditions d'emploi qui existent dans les établissements d'enseignement supérieur au Canada ?

e) Quel rôle les associations de professeurs devraient-elles jouer dans l'instauration et l'application de tels programmes ?

Depuis sa création, le Comité s'est intéressé principalement, sur le plan général, aux moyens d'améliorer l'enseignement dans les universités. Les membres du Comité ont dépouillé un vaste éventail de documents à ce sujet, et ont étudié les dispositions prises pour améliorer l'enseignement dans plusieurs pays, notamment l'Australie, le Royaume-Uni, les États-Unis et, bien entendu, le Canada. Une importante bibliographie est en préparation, et un article exposant les vues du Comité sur la question est prêt à publier. De plus, le Comité a fourni des avis au Comité de la liberté universitaire et de la permanence de l'emploi sur des questions relatives à la qualité de l'enseignement, et certains membres du Comité ont représenté

l'A.C.P.U. à diverses conférences où il était question de ce même sujet.

A sa réunion de novembre 1971, le Conseil a adopté une résolution par laquelle il chargeait le Comité « d'examiner dans son ensemble la question de l'évaluation des professeurs, particulièrement par les étudiants, et de rendre compte notamment, dans cet examen, des pratiques existantes, des recherches actuelles, et des conséquences générales de ces évaluations sur la vie universitaire ». Au début de l'année en cours, le Comité a donc interrompu son étude générale sur la qualité de l'enseignement, et c'est concentré sur un aspect particulier de la question, soit l'évaluation de l'enseignement par les étudiants. Sans vouloir nier l'importance du problème, le Comité tient à faire remarquer qu'il faut prendre garde de négliger l'étude générale des moyens d'améliorer l'enseignement pour se concentrer sur la question plus étroite mais plus explosive de l'évaluation du comportement des professeurs en classe.

L'évaluation de l'enseignement par les étudiants : historique et situation actuelle

L'évaluation de l'enseignement des professeurs par les étudiants a suivi une courbe parallèle à celle de la participation étudiante au gouvernement des universités. Aux États-Unis, cette pratique existe au moins depuis la seconde guerre mondiale (l'Université Harvard avait un annuaire parallèle dès 1924), tandis qu'en Angleterre, elle est chose assez rare, même aujourd'hui [1]. Dans les universités canadiennes, elle était à peu près inconnue jusqu'à ces derniers temps, mais elle est maintenant quasi universelle. Au cours d'une enquête menée récemment par le Comité auprès des universités canadiennes, 31 universités sur un total de 36 répondantes, ont déclaré qu'elles utilisaient des évaluations effectuées par les étudiants sur leurs professeurs. Cinq ont répondu par la négative, mais trois de ces réponses négatives étaient quelque peu équivoques (« pas de façon officielle », « non, mais l'année prochaine ce sera oui pour les sciences naturelles », « ce n'est pas censé se faire »).

D'après cette enquête, deux formes d'évaluation seraient de pratique courante : évaluations organisées par des départements particuliers, et évaluations s'étendant à toute l'université et organisées par l'association générale des étudiants. Certaines universités ont déclaré que l'évaluation des cours était confiée à une faculté particulière, et deux universités ont dit que l'évaluation était obligatoire et organisée à l'échelle de l'université. Une université (McGill) possède un Centre d'apprentissage et de perfectionnement qui conseille les professeurs et qui organise des évaluations au besoin. Une autre université a fait savoir que son sénat avait chargé l'association générale des étudiants de faire des évaluations pour elle; du reste, cette forme de coopération entre étudiants et l'administration n'était pas un phénomène isolé, et dans certains cas, l'université versait même une subvention à l'association des étudiants pour l'aider à produire son annuaire parallèle. L'enquête du Comité ne pouvait évidemment lui permettre de déterminer combien d'évaluations sont faites par les étudiants à la demande d'un professeur qui désire s'en servir à ses fins personnelles, mais ce type d'évaluation est vraisemblablement assez répandu.

L'objet de l'évaluation

Ceux qui proposent et organisent l'évaluation des cours par les étudiants se divisent essentiellement en trois groupes : les étudiants, l'administration et les membres du corps professoral. L'usage que l'on fait des résultats de ces évaluations varie, en général, en fonction des intérêts de ces trois groupes.

Les étudiants prétendent actuellement que leur objectif principal, c'est de recueillir des renseignements qui les aideront à choisir leurs cours et leurs professeurs. Pour cette raison, les évaluations obtenues par les organisations étudiantes sont ordinairement rassemblées et publiées sous la forme d'un « annuaire parallèle », destiné principalement aux étudiants, et largement diffusé parmi eux (il n'est pas rare cependant que des exemplaires de l'annuaire parallèle soient fournis gratuitement aux membres du corps professoral). En un sens, les professeurs devraient se réjouir de l'existence de ces guides, car il vaut probablement mieux que les inévitables racontars des étudiants au sujet de leurs cours soient précisés et exprimés sur papier. Mais sauf peut-être dans le cas des cours introductifs, l'usage que l'on peut faire des évaluations pour choisir des cours est extrêmement restreint en raison des nombreux changements dans l'attribution des cours à tel ou tel professeurs. Au surplus, les évaluations ne tiennent pas compte du fait que les professeurs modifient souvent l'ordonnance et le contenu d'un cours d'une année à l'autre ou d'un semestre à l'autre, en sorte qu'au moment où l'étudiant en puissance lit la description d'un cours dans l'annuaire parallèle, ce cours peut-être modifié du tout au tout, à supposer qu'il soit encore donné par le professeur mentionné. Lacune plus importante encore, les évaluations de ce genre mettent ordinairement l'accent sur les cours proprement dits, et ne tiennent guère compte du travail pédagogique qui se fait ailleurs, soit à l'occasion de rencontres ou échanges officieux, soit de manière plus structurée, dans les séminaires et la direction d'études. Or il arrive parfois que ce soit dans cet enseignement hors-classe qu'un professeur se distingue. Les étudiants qui publient des évaluations sous cette forme le font sans doute aussi pour des motifs moins directs et peut-être plus politiques. Dans bien des cas, ils croient probablement devoir jouer auprès des professeurs le rôle de chiens de garde, surtout en ce qui concerne la fonction d'enseignement. L'enseignement ayant si souvent été négligé par rapport à l'administration et à la recherche, il ne faut pas s'étonner outre-mesure que les étudiants ressentent le besoin de manifester ainsi leur vigilance. Quelle que soit la valeur scientifique des évaluations faites par les étudiants, il est certain d'après notre enquête qu'elles ont souvent une influence indirecte mais bienfaisante sur le corps professoral, et que dans beaucoup d'universités, l'administration ou le corps professoral n'ont commencé à évaluer l'enseignement qu'après que l'association des étudiants eut décidé de produire un annuaire parallèle.

Les administrations universitaires qui utilisent des évaluations de cours les considèrent habituellement comme un moyen « d'encourager le bon enseignement », c'est-à-dire d'apprécier la compétence pédagogique d'un professeur en vue de décider s'il doit obtenir sa permanence, de l'avancement ou une augmentation de traitement. Les évaluations écrites obtenues des étudiants ne sont qu'un moyen parmi d'autres d'apprécier la qualité de l'enseignement (les autres consistent notamment à visiter les salles de cours, à parler aux étudiants, à examiner les

[1] Les ouvrages suivants présentent une bonne analyse des études consacrées à cette question, aux Etats-Unis et en Angleterre respectivement : Eble, K. E. *The Recognition and Evaluation of Teaching.* Salt Lake City : Project to Improve College Teaching, 1970; et Beard, R. M. *Teaching and Learning in Higher Education.* Harmondsworth : Penguin, 1970.

plans de cours, etc.). A en juger par notre enquête, les administrations n'utilisent les évaluations écrites que dans une mesure très restreinte pour déterminer la compétencc des professeurs. Une seule université a déclaré qu'elle utilise régulièrement les évaluations des étudiants pour apprécier la qualité de l'enseignement lorsque sont examinées les questions de mérite, d'avancement et de permanence. Même si la grande majorité des établissements ont affirmé que la compétence pédagogique comptait pour beaucoup dans les questions de permanence, de mérite et d'avancement, les renseignements à ce sujet étaient habituellement obtenus par des méthodes très aléatoires et fort peu satisfaisantes. Cinq autres répondants ont dit que certains de leurs départements utilisent les évaluations des étudiants pour apprécier le mérite des professeurs, tandis que deux autres universités songeaient à le faire. Des pressions de plus en plus fortes s'exercent sur les universités, de l'intérieur comme de l'extérieur, pour les amener à accorder plus d'attention à la fonction d'enseignement, et l'on peut compter que les administrateurs feront de plus grands efforts pour évaluer la compétence des professeurs et qu'ils utiliseront à cette fin, parmi d'autres moyens, les évaluations écrites des étudiants. Nous reviendrons, dans la prochaine section du présent rapport, sur la question de savoir dans quelle mesure il est possible de déterminer par ces moyens la compétence pédagogique.

Certains professeurs, depuis un certain temps déjà, utilisent des questionnaires de leur cru, indépendamment des évaluations plus officielles faites par les associations d'étudiants et les administrations universitaires. Pour eux, ces évaluations ont une utilité principale : celle de les renseigner sur la réaction des élèves et sur leur propre compétence pédagogique. La question la plus importante est ici de savoir si ces évaluations ont quelque utilité pour le professeur qui s'en sert, et particulièrement si elles l'aident à améliorer son enseignement. Malheureusement, il est impossible de donner une réponse définitive à cette question. Il est permis de penser néanmoins que le seul fait que certains professeurs continuent de faire eux-mêmes des évaluations prouve qu'ils croient au moins à l'utilité des renseignements obtenus. En cela, ils ont l'appui des psychologues qui se sont intéressés aux mécanismes de l'apprentissage, et qui ont établi que la connaissance des résultats facilite effectivement l'apprentissage. Par ailleurs, tout ce qui peut stimuler l'intérêt pour la fonction d'enseignement a de bonnes chances de les aider, et par conséquent, les professeurs qui prennent la peine de se renseigner sur les réactions de leurs élèves à leur enseignement sont ensuite mieux en mesure d'améliorer leur enseignement.

Validité des questionnaires d'évaluation

Une des raisons que l'on invoque le plus souvent pour ne pas utiliser d'évaluations écrites, c'est ce que les questionnaires, de l'avis de nombreux professeurs, manquent de validité et d'objectivité (par exemple parce qu'ils seraient contaminés par la multiplicité des variables), ou ne peuvent rendre compte de toutes les caractéristiques subtiles qui font qu'une personne est un bon professeur. Nous nous efforcerons, dans la présente section, d'examiner un certain nombre de constatations empiriques à ce sujet.

Tout d'abord, on ne saurait trop insister sur le fait que les questionnaires du type dont il est question ici ne mesurent que les *attitudes* des étudiants envers le cours et l'enseignant. Ils ne *mesurent pas* la quantité de connaissances acquises par les élèves, ni leurs modifications de comportement ou même d'attitudes. D'ordinaire, le contenu de l'enseignement est évalué au moyen des examens de fin de semestre, encore qu'il faille souligner de nouveau que ces examens mesurent la connaissance, et non l'apprentissage. On peut évidemment mesurer certaines modifications de comportement attribuables à l'enseignement (par exemple au moyen des techniques « avant et après »), mais cela exige habituellement que l'on consacre une somme énorme de temps et d'énergie à inventer des instruments appropriés. Cela exige aussi que les objectifs de l'enseignement soient clairement énoncés avant même que le professeur entre en classe. Pour diverses raisons, beaucoup de professeurs d'université ne veulent pas se donner cette peine [2].

Même si l'on admet que les questionnaires d'évaluation nc peuvent que mesurer des attitudes, et que ces attitudes peuvent être passablement indépendantes des vrais objectifs de la classe (objectifs des étudiants aussi bien que des professeurs), il ne s'ensuit pas que ces questionnaires soient sans utilité. Au contraire, il peut être très intéressant de savoir comment nos étudiants perçoivent le cours, le professeur, ou même le programme d'études, le département ou l'université. De plus, il y a encore lieu de se demander si, oui ou non, les questionnaires d'évaluation utilisés par les étudiants sont justes et objectifs, valides et fiables. De nombreux chercheurs travaillant dans les domaines de la psychologie et de l'éducation se sont intéressés aux questionnaires d'évaluation de l'enseignement, et il y a eu quantité de recherches empiriques sur la question [3].

Tout semble indiquer que la justesse des questionnaires d'évaluation est haute, autant du moins que la plupart des tests de rendement et d'aptitudes. La plupart des études démontrent par ailleurs que les notes attribuées par un étudiant en réponse à un tel questionnaire n'ont aucun rapport avec la note qu'il obtiendra éventuellement dans une classe. Le type de classe (petite ou grande, enseignement magistral ou séminaires, etc.) peut, dans certaines circonstances, avoir un effet sur les notes, mais cet effet est habituellement minime. La question de la validité des évaluations est chose plus sérieuse : il s'agit de savoir si ces évaluations mesurent des éléments de l'attitude qui sont « importants » sous quelque rapport. Cela dépend évidemment beaucoup de la façon dont les questionnaires sont faits. La plupart des questionnaires d'usage courant ne tiennent probablement compte que des éléments jugés importants par leur auteur (étudiant, professeur ou administrateur). C'est dommage, car il existe plusieurs instruments de mesure dont la validité, sous le rapport du contenu, a été solidement établie par des recherches empiriques. Le plus connu de ces instruments est probablement le Purdue Rating Scale for Instruction

[2] Il n'est pas sans intérêt de signaler que certains manuels élémentaires sont assortis aujourd'hui d'un livre du maître dans lequel on trouve non seulement des questionnaires à choix multiples à administrer « avant et après » selon la formule connue, mais aussi des questionnaires normalisés permettant de mesurer les attitudes envers la discipline et envers certaines questions générales liées à la discipline. Voir par exemple McNish, J. R. et Coffman, B., *Evaluating the Introductory Psychology Course.* Reading, Massachusetts : Addison-Wesley, 1970.

[3] Le meilleur compte rendu de ces recherches est probablement celui de Blackburn, R. T., *The Professor's Role in a Changing Society.* Washington, D.C. : ERIC Clearing House on Higher Education, 1971 (Report No. 10).

(PTSI)[4], bien que le Centre for Learning and Development de l'université McGill ait mis au point un instrument comparable adapté au contexte canadien. La validité de ces instruments est établie, en ce sens qu'on a pu démontrer qu'ils traduisent les éléments importants des attitudes des étudiants à l'égard de l'enseignement.

On peut se demander, bien sûr, si ces attitudes des étudiants sont partagées par les professeurs et les administrateurs. Les témoignages indiquent qu'elles ne le sont pas, plusieurs enquêteurs ayant constaté que les critères utilisés par les étudiants et les administrateurs pour juger de l'efficacité de l'enseignement ne sont pas ceux auquels les professeurs attribuent le plus d'importance[5]. Certains chercheurs ont constaté par ailleurs que lorsque les professeurs sont cotés par leurs pairs, par des administrateurs et par des étudiants, les résultats sont différents pour chacun des trois groupes[6]. Ce qui revient à dire que si les évaluations faites par les étudiants peuvent être parfaitement valables en un sens, leurs résultats devraient probablement être interprétés à la lumière d'informations obtenues d'autres sources. D'un point de vue plus positif, cependant, il a été maintes fois démontré que les professeurs qui ont recours aux échelles de classement pendant un certain temps améliorent leur enseignement, et que cette amélioration est perçue par leurs élèves[7].

Pour résumer ce qui précède, les questionnaires administrés par les étudiants donnent habituellement une mesure assez juste des attitudes des étudiants à l'égard du cours et du professeur, et sont assez peu contaminés par des facteurs étrangers, par exemple le degré de succès dans les études. La validité de certains types de questionnaires est établie, mais seulement en ce qui concerne l'opinion des étudiants, et non celle des professeurs ou administrateurs. Pour cette raison, les résultats de ces évaluations ne donnent qu'une idée partielle de la qualité de l'enseignement, et cette technique ne devrait jamais être utilisée seule. Par ailleurs, il est démontré que les formules d'évaluation sont extrêmement utiles pour renseigner les professeurs sur les réactions des étudiants à leur enseignement, et il apparaît même que les professeurs qui les utilisent régulièrement améliorent la qualité de leur enseignement.

Conclusions et recommandations

1. *Les évaluations effeetuées par les étudiants méritent d'être encouragées, car elles permettent aux professeurs de eonnaître les réaetions des étudiants à leur enseignement* *. Le Comité est favorable à toute mesure pouvant contribuer à l'amélioration de la qualité de l'enseignement universitaire. Les évaluations faites par des étudiants constituent un moyen utile d'obtenir des renseignements d'un certain ordre qui peuvent aider un professeur à évaluer et à améliorer son enseignement. Par ailleurs, il est avéré que les professeurs qui utilisent ces renseignements améliorent leur enseignement, aussi bien de l'avis de leurs étudiants que de leur propre avis.

2. *Il convient toutefois de reconnaître que même les formules d'évaluation eonstruites selon les règles présentent bien des laeunes, et qu'elles ne sont pas la seule souree possible de renseignements sur la qualité de l'enseignement.* Les lacunes dont il est question ont été mentionnées dans le corps du présent rapport, mais elles découlent fondamentalement du fait que les questionnaires ne mesurent que les attitudes des étudiants à l'égard de l'enseignement. Les professeurs ont accès à beaucoup d'autres informations (par exemple de la part de leurs collègues), et le Comité les encourage à s'en prévaloir. Du reste, les évaluations ne sont qu'un élément du mécanisme d'amélioration de l'enseignement universitaire. Dans un rapport ultérieur, le Comité étudiera dans une perspective plus large toute la question de l'efficacité de l'enseignement.

3. *Lorsqu'on a recours à des évaluations faites par les étudiants, les instruments utilisés devraient être aussi justes et valides que possible.* Il existe plusieurs questionnaires omnibus dont la validité et la justesse sont établis; un de ces questionnaires, au moins, est conçu pour être utilisé par des étudiants canadiens. Les professeurs devront souvent, néanmoins, en fabriquer à des fins particulières. En pareil cas, le Comité leur recommande de demander conseil à des collègues ayant des connaissances spécialisées dans le domaine de l'évaluation et de la mensuration. Ils devraient pouvoir ainsi construire un questionnaire qui mesure ce qu'il est censé mesurer. Les raports fondés sur de tels questionnaires ne devraient pas citer de commentaires des étudiants, ces commentaires étant habituellement choisis à cause de leur intérêt plutôt qu'à cause de leur objectivité.

4. *Il faut être extrêmement prudent dans l'utilisation des évaluations de l'enseignement des professeurs par les étudiants lorsqu'il s'agit de prendre des déeisions en matière de permanence, d'avancement ou de majoration de traitement.* Dans la plupart des universités canadiennes, les qualités pédagogiques ne sont qu'un des éléments que l'on prend en considération lorsqu'il est question d'accorder à un professeur la permanence, de l'avancement ou une majoration fondée sur le mérite. Il est probablement impossible d'empêcher que l'on utilise dans ces délibérations les résultats des évaluations faites par les étudiants, même si ce n'est que par inadvertance et de façon officieuse. Il convient de souligner toutefois que les cotes fondées sur les évaluations faites par les étudiants ne devraient constituer qu'un élément du dossier, et qu'il incombe à ceux qui font les recommandations en ces matières de bien s'assurer que les cotes expriment bien les opinions des étudiants (c'est-à-dire que la validité du questionnaire a été établie, que l'échantillonnage a été bien fait, etc.). Le Comité n'est pas favorable à l'utilisation de formules obligatoires par les administrations universitaires, car ce système entraînerait une certaine rigidité et serait de nature à soulever l'opposition des professeurs et peut-être même des étudiants; il recommande plutôt que les évaluations se fassent au niveau des facultés ou des départements, ou soient laissées à l'initiative des professeurs individuels. Nous ne voyons pas pourquoi

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[4] Voir Remmers, H. H., et Elliott, D. N. *The Purdue Rating Scale for Instruetion.* Lafayette, Indiana : Purdue Research Foundation, 1950.

[5] Voir par exemple Hussain, D. R., et Leestamper, R. *Survey of Criteria of Teaehing Effectiveness at New Mexico State University.* Las Cruces : Université d'Etat du Nouveau-Mexique, juin 1968.

[6] Voir Clark, M. J., et Blackburn, R. T. *Assessment of Faculty Performanee : Some Correlates between Self, Colleagues, Students, and Administrators.* Manuscrit inédit, 1971.

[7] Voir Remmers, H. H. « Rating Methods in Research on Teaching. » Dans N. L. Gage (Ed.), *The Handbook of Research on Teaehing.* Chicago : Rand McNally, 1963, 329-78.

* Dans les recommandations 1 à 6, il est question des évaluations officiellement patronnées par l'université, le corps professoral, le département ou le professeur lui-même.

un professeur n'aurait pas le droit de présenter à l'appui de sa propre cause les résultats d'une évaluation valide, ni pourquoi un directeur de département ou un doyen ne pourrait pas présenter des preuves fondées sur des évaluations, à condition que le principe et les méthodes utilisées aient reçu au préalable l'assentiment des professeurs, et que le professeur mis en cause ait eu l'occasion d'examiner ces éléments de preuve et de faire ses commentaires. Toutefois, il serait évidemment injuste d'invoquer les résultats d'une évaluation défavorable à un professeur à moins de disposer de données comparables pour ses collègues du même département.

5. *Pour que les évaluations donnent des résultats, il faut que les professeurs participent pleinement à leur préparation, à leur administration et à l'interprétation des résultats.* Nous avons déjà dit en effet que la principale utilité des évaluations faites par des étudiants, c'est de faire connaître aux professeurs ce que ceux-ci pensent de leur enseignement. Tout en étant favorables à ces méthodes d'évaluation, nous estimons que leur utilisation doit être laissée à la discrétion des professeurs individuels, ou du moins relever d'une décision collective des professeurs d'un département ou d'une faculté. Il conviendrait d'encourager les universités à aider les professeurs à cet égard en mettant à leur disposition des services consultatifs sur les moyens de recherche, comme ceux que l'on trouve au McGill Centre for Learning and Development.

6. *Les résultats des appréciations devraient être communiqués au professeur en cause.* La principale utilité des évaluations faites par des étudiants étant d'aider le professeur à améliorer son enseignement, c'est lui qui devrait être le principal bénéficiaire des renseignements recueillis. Les questionnaires originaux, qui sont habituellement anonymes, devraient être conservés pendant un temps raisonnable afin que le professeur qui voudrait contester les résultats d'ensemble de l'évaluation puisse y avoir accès.

7. *Même s'il peut être parfaitement raisonnable que les étudiants fassent des évaluations à leurs propres fins, ces évaluations ne devraient jamais constituer, pour une administration universitaire, le principal moyen d'apprécier l'enseignement d'un professeur.* En dépit des arguments présentés dans les recommandations 4 et 5, le Comité ne voit guère d'utilité à faire obstacle aux évaluations organisées par les étudiants eux-mêmes. Ces évaluations, d'après les échantillons vus par le Comité, sont souvent insuffisantes et d'une validité douteuse; leurs résultats sont souvent largement diffusés dans le milieu universitaire. A notre avis, néanmoins, l'opposition des professeurs à ces méthodes n'empêchera ni que les évaluations aient lieu, ni qu'elles soient diffusées.

8. *Nous croyons plutôt que c'est en se préoccupant activement d'améliorer l'enseignement, et en se montrant disposés à organiser des évaluations valides de leur propre enseignement, que les professeurs rendront superflues les informations véhiculées par les annuaires parallèles.* Entre-temps, les associations de professeurs devraient insister auprès des administrations pour que celles-ci ne se servent pas à leurs propres fins des évaluations émanant des étudiants.

Le Comité n'en demeure pas moins convaincu que si l'on ne donne pas suite à quelques-unes au moins des mesures positives recommandées dans le présent rapport, les personnes responsables de l'appréciation de l'enseignement utiliseront les informations qu'elles auront sous la main, quelles qu'en soient les lacunes.

Chris Knapper, président,
Bruce McFarlane,
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value to the faculty member who is being evaluated. The original questionnaires, which are normally anonymous, should be held for a reasonable period of time so that if a professor wishes to challenge the fairness of the aggregate report, he can have access to the original documents.

7. *While it may be perfectly reasonable for students to carry out evaluations for their own purposes, such evaluations should under no circumstances be used by university administrations as the principal means of assessing teaching performance.* In spite of the arguments proposed in recommendations 4 and 5, the Committee feels there is probably little point in opposing evaluations organized by the students themselves. Many such evaluations seen by this Committee are inadequate and probably invalid; results are often given wide circulation on campus. However, in our opinion, opposition by faculty to such proeedures will not succeed in preventing either the evaluation itself or its distribution.

8. *Instead, we suggest that an active concern by faculty in the improvement of teaching, and their readiness to carry out valid evaluations of their own performance will render the information provided in anti-calendars redundant.* Meanwhile faculty associations should put pressure on administrative offices not to rely on the results of student-initiated evaluations for their own purposes.

The Committee warns however that unless some of the positive steps recommended earlier in this report are implemented, those responsible for assessing teaching performance will use whatever information is at hand — however inadequate it proves to be.

Chris Knapper, Chairman,
Bruce McFarlane,
Joseph Scanlon.

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